Vermont Alternate Assessment Portfolio

Science Administration Guidelines

2015-2016

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VTAAP Mission

"The Vermont Alternate Assessment Portfolio strives to ensure that students with significant disabilities are provided full educational opportunity commensurate with their peers."

- *high and achievable expectations for academic performance in science*

- *diverse and meaningful learning experiences based on a common curriculum*

- *evidence-based assessments that produce reliable measures of student progress to inform instruction*

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GENERAL REQUIREMENTS FOR THE VTAAP ASSESSMENT

The VTAAP science assessment for students with significant disabilities (SWSD) has four main components called strands: three Content Knowledge Domains (CKD) and one full Inquiry investigation. Portfolio tasks are intended to be as closely connected to the grade-level general education curriculum (GLGEC) as possible. The collaborative, hands-on nature of science instruction presents a unique opportunity to incorporate the topic, activities, materials, and learning partners from the general education classroom.

Although evidence of student achievement for the statewide assessment is submitted to the Agency of Education (AOE) in grades 4, 8, or 11, evidence for the three CKD strands may be collected at any point in the designated grade span (i.e., 3-4; 5-8; 9-11). Evidence of student achievement in Inquiry, however, can be collected only in grades 4, 8, and 11, the years of the actual portfolio submission. As a general rule, if instruction in a particular area occurs across successive grades, the Student Evaluation Team (SET) should submit achievement evidence in science that supports the highest or most current level of student knowledge and skills.
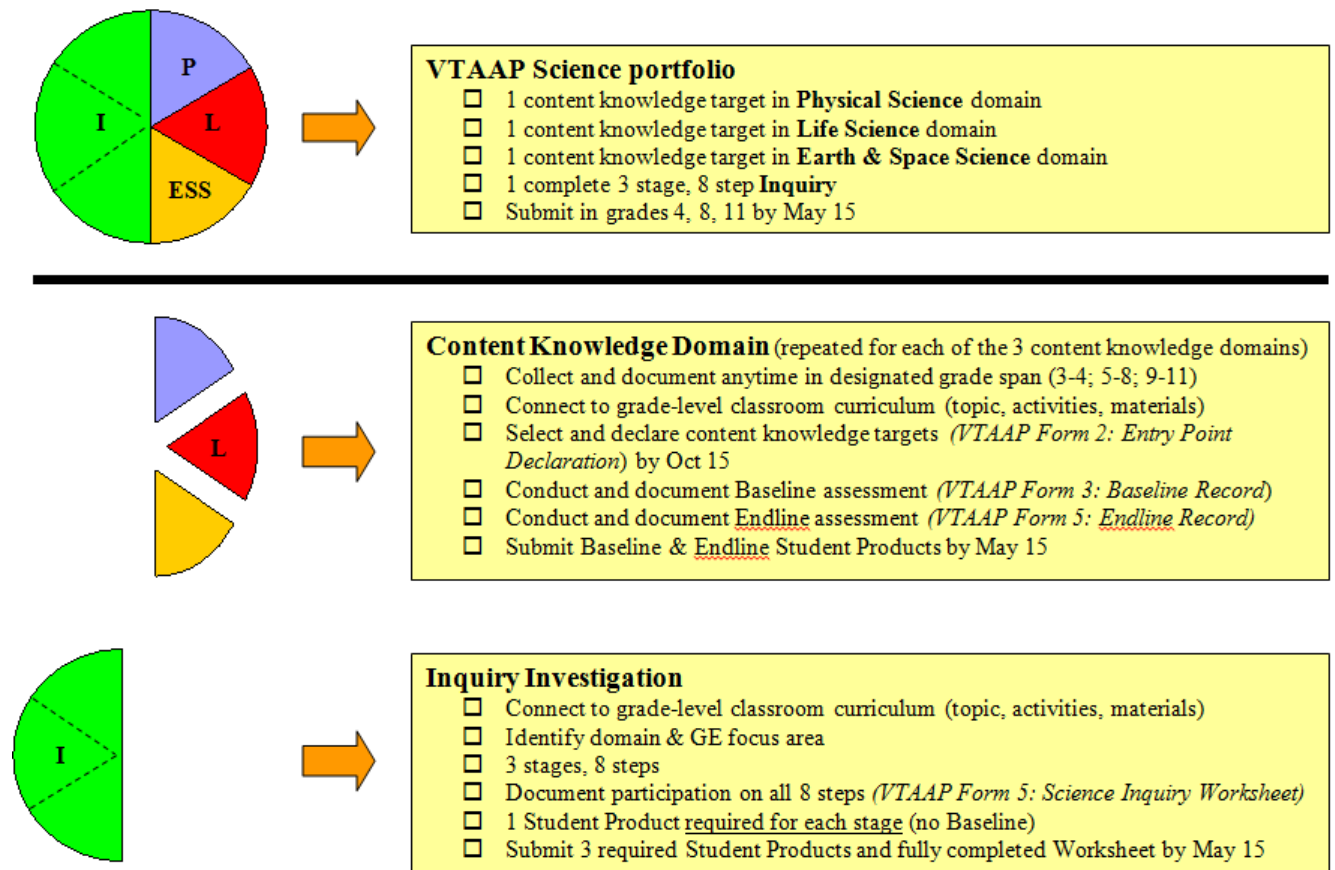
A comprehensive but reduced set of Grade Expectations (GEs) has been identified for the science alternate assessment. These standards have, in turn, been extended to create *Entry Points* for students with significant disabilities. A single CKD entry point is assessed by the SET for each of the domains (1 physical science + 1 life science + 1 earth and space science = 3 total). There are a number of entry point options (4-6) from which the SET can select its assessment target for that domain. These selections are intended to facilitate the active connection with on-going classroom curriculum and present students participating in the VTAAP with multiple opportunities to connect with areas of personal interest. Each CKD strand is assessed using a simple pre-test/post-test format. In addition to these CKD targets, students must also complete one Inquiry focused on a particular science domain and investigating *either* an experimental (cause/effect) question or an observational question.

Evidence for the four strands of the VTAAP Science portfolio of student work is presented within the framework of an Excel file download located on the Agency's website. The Excel spreadsheet guides the SET through the entire assessment process. The file has 16 worksheet tabs that include directions, supporting documents and all necessary assessment forms. In September an email went out requesting Mac users to identify themselves. If you are working on a Mac operating system, please contact Lucille Chicoine at lucille.chicoine@vermont.gov. All assessment forms must be fully and accurately completed and mailed with all accompanying student performance evidence by tracked carrier or hand delivered to the Agency of Education no later than May 15, 2016.

NOTE: *The 2015-2016 VTAAP Science Administration Guidelines* is an extensive document. For purposes of efficiency, individual forms do have short instructions at the

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beginning of each section to assist case managers in completing them. Nevertheless, case managers are strongly encouraged to read the *Guidelines* through in their entirety to thoroughly familiarize themselves with the assessment requirements. In subsequent readings, users can refer directly to individual sections that are of immediate interest and validate their understanding by reviewing the summaries in the gray box at the end of these sections.

The VTAAP Science expectations are summarized graphically below, followed by a detailed explanation of each of the individual forms:

VTAAP Science portfolio
- ☐ 1 content knowledge target in **Physical Science** domain
- ☐ 1 content knowledge target in **Life Science** domain
- ☐ 1 content knowledge target in **Earth & Space Science** domain
- ☐ 1 complete 3 stage, 8 step **Inquiry**
- ☐ Submit in grades 4, 8, 11 by May 15

Content Knowledge Domain (repeated for each of the 3 content knowledge domains)
- ☐ Collect and document anytime in designated grade span (3-4; 5-8; 9-11)
- ☐ Connect to grade-level classroom curriculum (topic, activities, materials)
- ☐ Select and declare content knowledge targets *(VTAAP Form 2: Entry Point Declaration)* by Oct 15
- ☐ Conduct and document Baseline assessment *(VTAAP Form 3: Baseline Record)*
- ☐ Conduct and document Endline assessment *(VTAAP Form 5: Endline Record)*
- ☐ Submit Baseline & Endline Student Products by May 15

Inquiry Investigation
- ☐ Connect to grade-level classroom curriculum (topic, activities, materials)
- ☐ Identify domain & GE focus area
- ☐ 3 stages, 8 steps
- ☐ Document participation on all 8 steps *(VTAAP Form 5: Science Inquiry Worksheet)*
- ☐ 1 Student Product required for each stage (no Baseline)
- ☐ Submit 3 required Student Products and fully completed Worksheet by May 15

2015-2016 SUMMARY OF VTAAP ESSENTIAL REQUIREMENTS

Form	Due Date	Description
VTAAP Form 1: Eligibility & Team Roles (See page 4 for mid-year student enrollment criteria.)	Oct 15	▪ 1 form <u>for entire portfolio</u> to enroll individual students in the alternate assessment program for science (grades 4, 8, 11) ▪ Names and emails for contributing members of Student Evaluation Team (SET) ▪ Mailed to the AOE in the Fall of school year
VTAAP Form 2: Entry Point Declaration	Oct 15	▪ 1 form <u>for entire portfolio</u> used to identify the student's expressive communication and reading skills and establish the appropriate entry point level for all assessment targets ▪ Identification of specific assessment target behaviors for each selected entry point ▪ Declaration of Inquiry domain ▪ Mailed to the AOE with Form 1 in Fall of school year
VTAAP Form 3: Baseline Record (3 Content Knowledge Domains only) (See Appendix F)	Dec 15-Mar 30	▪ 1 form <u>for each of 3 CKD strands</u> (Physical, Life, Earth-Space) No baseline for Inquiry strand ▪ Provides essential product information and itemized data chart for Baseline ▪ Attached to primary evidence of student performance and held in student file until May submission ▪ Name and date required on *all* student products
VTAAP Form 4: Curriculum Access & Instruction Record	May 15	▪ 1 form <u>for the entire portfolio</u> used to document the required access (curriculum planning), involvement (instruction) and progress (data collection) related to the grade-level general education curriculum (GLGEC)
VTAAP Form 5: Endline Record (3 Content Knowledge Domains + <u>Inquiry</u>)	May 15	▪ 1 form <u>for each of 4 strands</u> ▪ Exact alignment of Baseline (pre-test) and Endline (post-test) for CKDs. (No baseline for Inquiry) ▪ Minimum 30 day period of instruction between Baseline and Endline administration dates ▪ Provides essential product information and itemized data chart for Endline ▪ Attached to primary evidence of student performance and submitted with Baseline information by May due date ▪ Name and date required on *all* student products
VTAAP Form 6: Submission Checklist (3 Content Knowledge Domains + <u>Inquiry</u>)	May 15	▪ 1 form <u>for each of 4 strands</u> to document acknowledgement of submission requirements
VTAAP Form 7: Principal Certification	May 15	▪ 1 form <u>for the entire portfolio</u> to document validation of the assessment by the school administrator

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INTRODUCTION

Federal law, including both the Individuals with Disabilities Education Act (IDEA) and No Child Left Behind Act (NCLBA), requires all publicly funded students to have access to the grade-level general education curriculum (GLGEC) and to participate in the statewide assessment system. The purpose of this testing is to use the school's academic curriculum to promote high expectations for all children and to determine the effectiveness of school instruction in core academic programs. Unlike some other states, Vermont test results are not directly considered for graduation or placement.

At the current time there are three statewide testing options for science available to students in Vermont: the General Assessment, the General Assessment with Accommodations, and the Alternate Assessment.

Framework for Assessment Options			
Questions to Consider	**General Assessment (e.g., NECAP)**	**General Assessment (e.g., NECAP) with Accommodations**	**Alternate Assessment, Alternate Achievement (e.g., VTAAP)**
1 - In what way does the student access the general education curriculum?	Shows progress in the full scope and complexity of the grade-level curriculum but may not yet be on grade level.		Due to significant cognitive disabilities (e.g., memory, transfer of learning), needs extensive prioritization within grade-level content.
2 - What has been this student's response to academic interventions?	Responds to grade-level instruction but may not yet be on grade level.		Requires ongoing systematic instruction to learn prioritized skills; needs to focus on critical essence of content.
3 - How does this student interact with text?	On or near grade level in reading.		Needs key words, pictures, and auditory cues embedded in adapted or controlled text; may need text reader to use these cues; may have some emerging reading skills; may not be reading.
4 - Do the supports required by this student to perform or participate meaningfully and productively in the general education curriculum change the complexity or cognitive demand of the material?	None needed.	Needs accommodation.	Needs extensive supports, such as simplified symbol system, peer model or motivation through choice-making to retrieve responses.
5 - What inferences can be made about the student's generalization/ transfer of learning?	Shows transfer of learning to the extent expected for the grade level during ongoing instruction.		Needs systematic instruction to generalize; because generalization is especially challenging during instruction, should not be assumed unless assessed.

Although the student Individualized Education Program (IEP) should certainly address the involvement and progress of special education students in the grade-level general education curriculum, the Alternate Assessment is not intended to be an evaluation of the IEP. Many IEP goals are, in fact, simply not appropriate for broader school accountability purposes for the following reasons:

1. IEP goals are written for a particular student and may cover a range of student needs beyond core academic content (e.g., daily living skills, transition, etc.)
2. Special academic programs, which are entirely suitable for individual student learning, may not be aligned directly to the *common* academic content standards necessary for standardized statewide assessment and make it impossible to ensure consistent judgments about the quality of grade-level academic instruction in schools.

Conversely, as an alternate to the NECAP general assessment, VTAAP achievement scores *are* designed to reflect student learning relative to a consistent, *externally* established body of closely defined academic standards. Accordingly, despite the assessments different format and reduced content complexity, valid alternate assessment scores can be considered comparable to those generated by students in the general assessment and are included in the accountability system at the students' schools.

The IDEA gives IEP teams the clear authority to make important decisions about statewide assessment for students with disabilities. Because these decisions can have important implications for school accountability and must be made on an individual student basis in every assessment year, teams should have a systematic protocol for considering which assessment format best meets the current academic needs of the student. Using information about the types of supports and interventions that the student requires for educational success and knowledge of the student's participation in various types of assessments in the past, IEP teams should weigh the existing options carefully.

FORM 1 INSTRUCTIONS
STUDENT DEMOGRAPHICS:

Form 1: Eligibility and Team Roles

Student Demographics		
Student Name:		
Grade:	** Select Grade **	
School Name:	** Select a School **	
SU Name:		
Date of Birth:		(MM/DD/YYYY)

Student information including first and last name, grade, school, and date of birth are entered on this form. Type in the student's first and last name in the "Student Name"

box. For "grade" and "school name," click inside the yellow box and a small dropdown arrow will be visible to the right. Carefully choose the current grade and school from the dropdown menus and type in the student date of birth (MM/DD/YYYY). This information is necessary to enroll the student for the alternate assessment.

SECTION A: ELIGIBILITY DECISION

	Section A: Eligibility Decision
	Students must meet *all* of the criteria (choose 'Yes') for the VTAAP indicated below to be eligible to participate in the alternate assessment. Students who do not fulfill each of the following requirements must take the general assessment with or without accommodations.
** Select Yes or No **	The Student Evaluation Team (SET) determined that the student has a significant cognitive disability and is not able to participate meaningfully in the general assessment (NECAP science), even with accommodations.
** Select Yes or No **	The SET determined that the grade-level VTAAP science entry points represent appropriately challenging instructional targets for the student.
** Select Yes or No **	The student requires extensive direct instruction with substantial modifications, adaptations, or supports to meaningfully access and make progress in the grade-level general curriculum.
** Select Yes or No **	The SET acknowledges that the following are not allowable considerations for determining participation in the alternate assessment: -A particular disability category/label -Poor attendance or extended absences -Native language/social/cultural or economic differences -Academic or other services that student receives -Educational environment or instructional setting -Percent of time receiving special education -English Language Learner (ELL) status -Low reading level/achievement level -Emotional duress or disruptive behavior -Impact on accountability -Administrator decision -Need for AAC accommodation to participate in the assessment process
** Select Yes or No **	Based on the 'Yes' responses to ALL the above statements, the SET has determined that this student will participate in the science VTAAP.

There are five eligibility questions for teams to consider. All five response boxes must be marked 'yes' for the student to be considered eligible to participate in the VTAAP. Click inside the yellow response box to activate the small dropdown arrow. The content area box at the end of the eligibility can be marked 'yes' *only* if <u>all</u> of the eligibility questions are determined to be true. If any of the boxes are marked 'no', the student must participate in the general assessment and utilize all appropriate accommodations.

SECTION B: PARENT PARTICIPATION IN THE ELIGIBILITY PROCESS

	Section B: Parent Participation in Eligibility Process
	The student's parents must be provided the opportunity to be involved in the assessment selection process (test format options and decision) for their child. Choose the option that best describes the selection process.
○	The student's parents/guardians were actively involved in the assessment selection process and received a completed copy of Form 1 as documentation of the team's decision to assess the student's achievement based on alternate achievement standards.
○	The student's parents/guardians were given an opportunity to provide input towards the assessment selection process but did not actively participate. A completed Form 1 was mailed to the parents/guardians to document the team's decision to assess the student based on alternate achievement standards.

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It is important that parents be involved early in the planning and evaluation of the student's program. Not only must parents be provided an opportunity to participate in the assessment selection process, they must also be informed of the specifics of the different assessment choices. If the alternate assessment is selected as the most appropriate option, they must also understand that their child's achievement will be based on alternate academic achievement standards. Click inside the yellow box to activate the scroll down and choose 'yes' for the boxes that best represents the process used to include the parent. <u>Parents must be given a completed copy of *VTAAP Form 1*</u>. See *Appendix A: Parent Guidelines to Statewide Assessment Decision-Making* for details that relate to parent participation in the alternate assessment.

SECTION C: TEAM ROLES AND RESPONSIBILITIES

Section C: Team Roles and Responsibilities

Identify the names and roles of all adults who will be involved in planning, implementing or evaluating the student's science program. Please also include a current email contact for each team member(parent optional).

Role	Name	Email
Parents / Guardians		
Case Manager / Special Educator		
General Education Science Teacher		
School Principal		
Special Education Administrator		
Other (i.e., ESL, psychologist, etc.)		

The adults who will be involved in planning, implementing, and/or evaluating the student's science program must be identified in this section. Each role on the SET is specified, with space for the name and email (parent optional) of the individual who will fulfill that role. Complete all of the yellow frames by typing in the correct information. Please note that teams are required to specify the name of the person who is the student's grade-level general education teacher in science. It is through the active sharing of classroom content, materials, and activities, that SWSD have their best opportunity to experience academic opportunities to learn commensurate with their grade-level peers. As such, instructors who teach students in a self-contained collaborative program or other outside placement are, nevertheless, expected to collaborate with general education colleagues from the sending school.

Additionally, because the building principal is in a unique position to support the collaboration of educators and will be asked to sign and submit *Form 7: Principal Certification* with the portfolio submission at the end of the school year, it is important that the principal be included in the alternate assessment process.

SUBMISSION REQUIREMENT

SETs are required to print and submit one *VTAAP Form 1: Eligibility and Team Roles* per eligible student. A fully completed Form 1 (with Form 2) must be mailed to the Agency of Education (AOE) for registration and review no later than October 15th. The alternate assessment program coordinator will confirm receipt, provide feedback as necessary, and add eligible students to the alternate assessment database. Please send to:

Linda Moreno, Alternate Assessment Program
Vermont Agency of Education, 219 North Main Street, Suite 402, Barre, VT 05641

VTAAP FORM 2:
ENTRY POINT DECLARATION

INTRODUCTION

For each NECAP grade level, selected Grade Expectations (GE) in science have been identified by members of the partner states as assessment targets. Collectively, these GE reflect the broad representation of standards essential to comprehensive, well-rounded science programs. Student content area achievement for students with very significant learning challenges is evaluated across the four science strands, using the entry point standards developed specifically for the alternate assessment. Entry points are written as observable, measurable behaviors that the student must demonstrate to show acquisition of the skill or concept represented by the GE. SETs are advised to pay close attention to the entry point descriptions in order to successfully design and administer the required Baseline and Endline assessments. To facilitate understanding of the essential concepts and facilitate assessment task development, each entry point has been deconstructed into a set of discrete target behaviors. These are identified in the *Student Performance Scoring Guide*. These will be listed in Section B at the bottom of Form 2 when specific entry points are selected. Assessment tasks must address *all* of the specified behaviors listed for the entry point to be fully aligned to the standard.

Most students participating in the VTAAP will require some supports or tools to address complex grade-level skills and achieve their assessment targets. While it is anticipated that instructors will employ a wide variety of scaffolding during the course of instruction, it is critical for SETs to select their *assessment* supports very carefully to ensure that they do not interfere with independent student performance. (See Appendix C, Supports During Testing, for more detailed information.) In addition to these teacher-free supports, the entry points for each GE have been written to correspond to a student's specific communication abilities. Three general levels for each entry point have been identified and are described below.

A. **Abstract Symbolic Communication:** Entry points labeled "A" have been written to best represent students who are able to use *abstract* symbolic communication. This student uses verbal or written words, signs, Braille, or language-based augmentative systems to communicate and recognizes some sight words, numbers, etc. It is estimated that this level may apply to approximately 75% of VTAAP applicants.

B. **Concrete Symbolic Communication:** Entry points labeled "B" have been written to best represent students who are able to use *concrete* symbolic communication. This student uses pictures or other symbols to communicate and communicates through such modes as gestures, photos, line drawings, objects/textures, points, etc., to clearly express a variety of intentions. It is estimated that this level may apply to approximately 15% of VTAAP applicants.

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C. **Pre-symbolic Communication**: Entry points labeled "C" have been written to best represent students who are only able to use *pre-symbolic (objects)* communication. This student communicates primarily through gestures, eye gaze, purposeful moving to object and sounds, cries, facial expressions, change in muscle tone, etc. There is no clear use of objects/textures, conventional gestures, pictures, signs, etc., to communicate. The student may not yet have a consistent motor signal that can be used to initiate and respond. It is estimated that this level may apply to approximately 10% of VTAAP applicants.

For those few students who are pre-symbolic (level C), it is understood that the entry points support the development of a more consistent signal (communication) system and enhance receptive vocabulary. The emphasis should be on matching, "indicating" (signaling, or other intentional response), or otherwise responding to the context in a way that indicates *learning*. If it can be demonstrated that the student is responding to a situation differently over time due to consistent routines, structure and input, then that is documentation of learning. Initially, it may be necessary to look for these changes on a very small scale (e.g., Does the student show a reduction or increase of activity associated with the initiation of the routine? Does a student look toward the target materials? Does a student show anticipatory reactions when s/he recognizes key task elements or is close to a significant event?)

VTAAP Form 2: Entry Point Declaration requires the team complete a short inventory of the student's current communication, reading, and writing skills from which the appropriate entry point level (A, B, or C) can be determined. Teams have the freedom to select science entry point *content* from an array of choices, based on both the student's interest and topics of instruction in the grade level classroom. SETs can choose from a variety of CKD entry points (Physical, Life, Earth & Space) at the assigned entry point level that best match student interest and classroom instruction. The fourth science strand, Inquiry, may address science content from any of the three domains.

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FORM 2 INSTRUCTIONS
SECTION A: SKILLS AND ABILITIES: HEARING AND VISION

Section A: Skills and Abilities

NOTE: If the student portfolio includes evidence of student performance that is higher than the declared entry point level (e.g., written responses for a B-level student) then the submission may be invalidated by scorers.

Please answer the following questions regarding the student's current skills and abilities in the areas of hearing, vision, communication, reading and writing. This information will be used to help determine the student's level of symbolic development, establish expectations for student products, and to connect SETs with resources relevant to their student's needs.

Hearing

Information about the student's hearing is based on:

** Please make a selection **

Please check the statement that best describes the student's hearing:

** Please make a selection **

The student:

If the student uses multiple aids please select the primary aid. For example, if the student has hearing aids and amplification, select hearing aids.

** Please make a selection **

Vision

Information about the student's vision is based on:

** Please make a selection **

Please check the statement that best describes the student's vision abilities:

** Please make a selection **

The student:

If the student uses multiple aids please select the primary aid.

** Please make a selection **

This inventory of student skills and abilities is used to designate the content area entry point level (A, B, or C) for each student. Questions regarding the student's current hearing, vision, communication, reading and writing levels are provided and case managers are asked to make descriptive selections by typing an "X" in all of the student's known means of communication or expression. This information should be consistent with that described in the present levels of performance section (PLOP) of the student IEP. The student's Level of Symbolic Development (LoSD) is used to establish realizable expectations for student products, and connect SET with resources relevant to their student's needs. If the student level of communication is unclear after completing the inventory and referring to the preceding general descriptions on page 11 of this document, please refer to the *Levels of Symbolic Development* document (Appendix B) to make a determination. The student's Level of Symbolic Development will be reviewed by the alternate assessment program coordinator upon submission of Forms 1 and 2 to the AOE, no later than October 15th.

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SECTION A: SKILLS AND ABILITIES: EXPRESSIVE COMMUNICATION, READING & WRITING SKILLS

Communication Level

The chart bellow will help you to assign a communication level accurately to your student. Using the list below, please type in an "X" in all of the student's known means of communication or expression. Indicate any forms of communication or expression that the student can use with some degree of reliability, even for a small number of messages or words. Do not include skills that are still very tentative.

To assign a communication level, follow these general rules:
- Communication levels relate to the understanding of symbols and not content complexity.
- If the student can read or write at any level s/he is level A.
- If the student cannot read or write but can understand symbols/graphics (e.g., line drawings, photos), s/he is level B.
- If the student cannot use any abstract symbols and uses only objects and actions, s/he is level C.

LEVEL A- Symbolic

	Demonstrates any or all of these Expressive Communication skills		*Must demonstrate at least one of these Reading/Writing skills*	*Cannot demonstrate any of these skills*
	spoken words		conventional reading material	
	written words or text		transitional reading material	
	speech device		simple 2-3 word sentences	
	American Sign Language		single/sight words	
			CVC words	
			writes short sentences	
			writes words or phrases	
			writes letters purposefully	

LEVEL B- Concrete Symbolic

	Demonstrates at least one of these Expressive Communication skills		*May demonstrate one of these Reading/Writing skills*	*Cannot demonstrate any of these skills* *If the student can demonstrate any of the following skills, then a higher communication level must be selected.*
	spoken words		letter names and sounds	conventional reading material
	written text or words		familiar logos	transitional reading material
	speech device usage		letters different from pictures	simple 2-3 word sentences
	line drawings			single/sight words
	photos		letters different from objects	CVC words
	signs/gestures			writes short sentences
			uses letter manipulatives	writes words or phrases
			dictates to scribe	writes letters purposefully
			forms some letters	
			uses tools to draw or trace	

LEVEL C- Pre-Symbolic

	Demonstrates any or all of these Expressive Communication skills		*May demonstrate one of these Reading/Writing skills*	*Cannot demonstrate any of these skills* *If the student can demonstrate any of the following skills, then a higher communication level must be selected.*
	objects		familiar logos	conventional reading material
	actions		awareness of text	transitional reading material
	gestures		explores writing tools	simple 2-3 word sentences
	eye pointing			single/sight words
	vocalizations			CVC words
	facial expression			letter names and sounds
	eye gaze			writes symbols purposefully
	body posture			

In these sections, case managers must check each skill by clicking the yellow box for each one to activate the choice selection. Check only those skills that the student can repeat on a deliberate basis. Skill demonstration considered strictly random or accidental should not be marked.

In determining the most appropriate communication level, pay close attention to the column headers and the general rules. While no single piece of information is definitive, the chart in aggregate should signal a clear assignment of the appropriate level. It is important to remember that communication levels relate to the student's understanding of symbols and not content complexity.

SECTION B: ENTRY POINT DECLARATION

Section B: Entry Points Declaration

Based on the responses above, the SET must choose the appropriate Level of Symbolic Communication (A, B, or C - Appendix B from the Administration Guidelines) and declare the specific entry points and Inquiry domain that will be assessed in science. Choose a single entry point for each of the three Content Knowledge Domains. Please select the entry points ONLY from the StudentPerformance Scoring Guide. Entry points should reflect student's interest and parallel classroom activity wherever possible. Depending on the student's grade and communication level, entry point will have between 1-4 target behaviors associated with it. These are identified in the last column. Each behavior must be addressed in the designated section of Form 3-Baseline Record. If you don't see a dropdown arrow next to the yellow boxes, type in an entry point. For ex., PK-4: 9. It's important that it typed correctly including adding a space after the semi-colon or otherwise the behaviors will not autofill under "Behavior #" column.

Entry point selections and the corresponding target behaviors will be reflected on subsequent forms. Changes to entry point declaration require resubmission of Form 2 to the AOE to be valid. No changes to entry points after March 30th will be approved.

Strand	Select an Entry Point	Communic-ation Level	Behavior #
Physical Science		**Select**	
Life Science		**Select**	
Earth/ Space Science		**Select**	

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Choose the domain in which the Inquiry will occur.

| Inquiry | -- Select a Domain -- | **Select** | |

After the skills inventory has been completed and the communication level determined, entry points may be selected at that assigned level for each of the three content knowledge domains. The entry point level (A, B, C) must be consistent with the inventory across all entry point selections. The strand entry point options for each grade are found in the science entry point document and can be viewed by number in the dropdown menu for each grade. The SET should review the list of options at the designated entry point level within each domain (Physical science, Life science and Earth & Space science) and select one entry point per domain for assessment in the VTAAP. The entry point statements are intended to describe the desired outcome for the student after a minimum of 30 calendar days of focused instruction. If the SET feels that the student could already demonstrate the skill (or could with very little instruction), then a different entry point within the domain should be selected. Although the criteria establish a *minimum* standard for student products, the SET is encouraged to administer the most challenging Baseline that they can envision the student addressing at the end of instruction. All entry points are written to be taught and tested to the fullest extent possible.

For each CKD strand, select the entry point and communication level in the yellow boxes. Depending on the entry point number selections, the related assessment behaviors defined in the *Student Performance Scoring Guide* will auto-fill in the last column. Each of these behaviors must be baselined and documented on Form 3.

Since entry point selections and the corresponding target behaviors will be reflected on subsequent forms, any changes to entry point declaration require resubmission of Form 2 to the AOE to be valid. No changes to entry points will be approved after March 30.

Also in this section, please select the science domain in which the Inquiry investigation will occur. It is not required to identify the specific inquiry areas and related target behaviors until just prior to the administration of the Inquiry assessment.

SUBMISSION REQUIREMENTS

The SET is required to print and submit, by mail, one printed *VTAAP Form 2: Entry Point Declaration* per eligible student. The SET must declare all of their science assessment targets at the same communication level (A, B, or C) at the beginning of the school year, and document the selection on this form.

A fully completed Form 2 (with Form 1) must be mailed to the Agency of Education (AOE) for registration and review no later than October 15th. The alternate assessment program coordinators will confirm receipt, provide feedback as necessary, and add eligible students to the alternate assessment database. Please send to:

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Summary of the CKD Entry Point Selection Process:

- Consider the current communication, reading, and writing skills of the student and complete the skills inventory on *VTAAP Form 2* to determine the correct entry point level (A, B or C).
- Review the appropriate grade-cluster section of the *VTAAP GE Entry Points for Science.*
- Discuss the GE entry points with the classroom science teacher (identified in *Form 1*) and identify areas that are relevant for the student and connect well to the classroom curriculum.
- Select one GE entry point for *each* domain (Physical, Life and Earth/Space) from the student's grade-cluster options. Indicate the domain for inquiry.
- Complete *VTAAP Form 2: Entry Point Declaration* and mail to Agency of Education with Form 1 by Oct. 15th at Alternate Assessment Program, 219 North Main Street, Suite 402, Barre, VT 05641.
- All approved CKD entry point targets must baselined and documented on *VTAAP Form 3-Baseline Record* no later than March 30.

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VTAAP FORM 3:
BASELINE RECORD

INTRODUCTION

The VTAAP uses a simple pre-test/post-test format to evaluate student achievement for the content knowledge domain entry points identified on Form 2 (Inquiry does not require a baseline). An important part of the GE entry point selection and task development process, therefore, is obtaining "baseline" data for the assessment targets in each strand. Once an entry point at the appropriate communication level has been selected, and an assessment task designed, the team begins collecting data of the student's performance on each of the target skill(s) prior to instruction. It is important that this baseline data include *all* of the types of performance and content components (depth and breadth of the entry point) that will be evaluated at Endline. The entry point verbs are intended to preserve the integrity of the GE, while also allowing students with different methods of communicating to demonstrate the target skills. Terms such as "identify," "select," "indicate", etc. are used to represent an action by the student that communicates his or her intended response. Generally, students can use any response that matches the GE expectation, the task, and their abilities. If the particular response mode is not possible for the student, the SET should determine a suitable replacement that is within the student's capabilities. It is important that the assessment accurately measure the student's content area skills, without the interference of particular communication challenges.

Baseline measures ensure that the student has not already mastered the target skills of the entry point and provide a basis for instructional decisions. More precisely, the purposes of obtaining baseline data are:
1. to determine whether the student can perform the task under naturally occurring situations and, if so, to what extent and with what specific supports;
2. to determine what remaining content needs to be taught; and
3. to determine how much progress occurs during instruction or after instruction is completed.

When obtaining baseline information, several conditions must remain consistent:
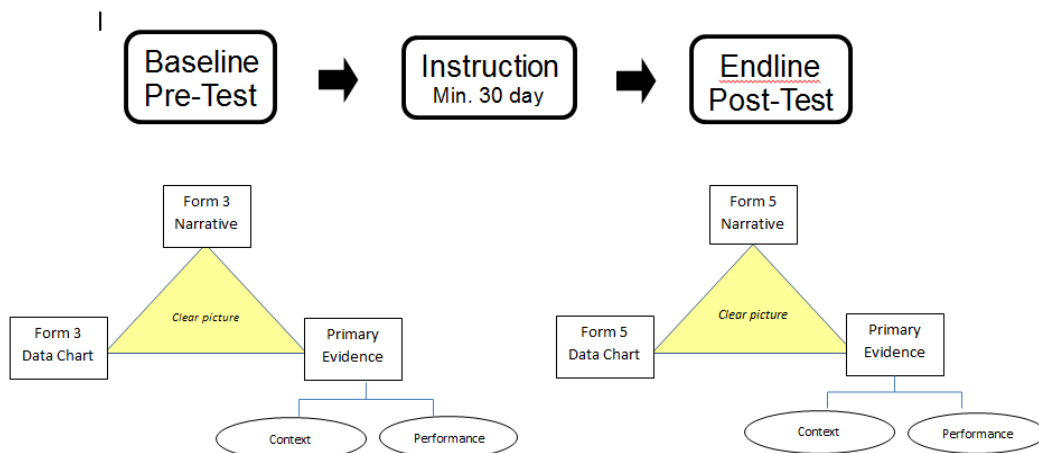1. Evaluators must not reinforce the student for correct responses. Baseline conditions are not intended to be instructional; the purpose of baseline data is to determine what the student knows and can do under naturally occurring situations.
2. Evaluators must not provide any content related prompts during baseline.
3. Baseline measurements must be taken immediately prior to the start of instruction. If there is more than a week delay between obtaining the baseline information and providing instruction on the GE, the original baseline information may be inaccurate.
4. Students must use the appropriate assistive technology and/or supports (i.e., assistive technology customarily used by the student) during all baseline assessments, particularly if it involves response mode.

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5. The evaluator must provide the appropriate materials, ask the student to perform the behavior(s), wait a pre-determined amount of time for the student to respond, and record the student's response(s).

To ensure the targeted skill warrants intensive instruction, a <u>baseline measure of 50% accuracy or below is required</u>. Strands that do not meet this requirement will not be scored and will be declared as invalid. The Baseline Record, describing the task and the student's performance results, must be attached to the annotated (name and date) baseline student product (primary evidence of independent student performance), and filed in the student's VTAAP binder.

To assure the coherence between the Baseline and Endline, the VTAAP requires that any content being submitted for scoring at Endline must be baselined in the exact same format with the same (or decreased) supports. Assessment tasks must therefore be diligently planned to evaluate student performance on <u>all</u> parts of the entry point, including any criteria specified in the *Student Performance Scoring Guide*. It is not necessary to assess all target behaviors at the same time; however, any skills that are not measured at Baseline (Form 3) prior to March 30 cannot be reported in the final Endline (Form 5) achievement results. Baselines may be augmented after the initial administration if necessary as long as they are documented in a revised Baseline Record and the additional student product is included with the previous assessment products. All Baseline Records are closed on March 30, and no further edits or revisions are allowed.

Scorers must be able to form a clear understanding of the entire strand assessment in which all the contributing pieces of information (student primary evidence, product record/description, and the item data charts) at Baseline and Endline contribute to a clear and coherent picture. The graphic below illustrates all of the components that establish the coherence and clarity required to score accurately and efficiently.

FORM 3 INSTRUCTIONS
SECTION A: PRODUCT IDENTIFICATION

Section A: Product Identification	
Student Name:	0
Grade:	** Select Grade **
Domain	Physical Science
Entry Point:	0
Date(s):	**(Please be sure to clearly document the student's name and date(s) of collection directly on each student product submitted. Products without a name and date(s) of collection will be disqualified from scoring.)**

This section identifies the student name, grade, and domain being assessed. The date(s) of data entry on the form can be entered here; however, it is imperative that *all* primary evidence be labeled directly with the student's name and date of the assessment. If either the name or date is missing from the student primary evidence, this evidence cannot be attributed to the student or the assessment time frame established. These omissions will invalidate the product, and the strand will be considered unscorable.

SECTION B: PRODUCT FORMAT

Section B: Product Format		
Product Format:	This VTAAP assessment task is documented in the *format* of:	
	** Select Yes or No **	Option 1: Original student work + printed copy of VTAAP Form 3 Baseline Record
	** Select Yes or No **	Option 2*: Graphic representation (photos, video) of all of the following:
		• Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at baseline • Printed copy of VTAAP Form 3 Baseline Record *Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.

There are two allowable format options available to represent the required student product (primary evidence). Teams should choose the format that is most appropriate, based on the best presentation of information for that student.

Regardless of format, teams must ask the following two questions of the evidence to be submitted.
1. "Does this product represent the materials and information (context) that the student saw and interfaced with during the assessment task?"
2. "Can I see the results of the student's interaction with the task (performance)?"

It may be useful to visualize the process as a *before* and *after* scenario. Bottom line: It is essential that scorers fully understand the context of the task and are able to isolate the student's achievement in the finished assessment so that determinations of progress will be valid. (See Appendix D- *Student Product Quality Check* for a comprehensive review of quality elements.)

Option 1:

- **Original student work –** these are products produced by the student during the assessment task. Any product demonstrating independent student performance created as a result of an aligned assessment task can be included as a student product. If the outcome of the task is concrete and can be easily included in the mailed documents, it is the preferred format for the student product. Some examples include:
  - ➢ worksheets
  - ➢ printed document from word processor
  - ➢ any paper-based materials associated with the assessment task (drawings, graphs,
      charts, collages, etc.)

- **Attached *VTAAP Form 3: Baseline Record* –** this will provide essential assessment context and the official data chart.

NOTE: VTAAP Science strands are scored in isolation, and evidence from one strand cannot be inferred or 'borrowed' from another. Photocopies may be used as a student product if the task materials cannot be readily submitted in their original form due to size or format. The use of photocopies should be considered *only* when the materials of the assessment task absolutely cannot be included in their original form. Photocopied materials *must* identify all of the elements of the assessment task. Some examples:
- A copy of a cover and <u>relevant section</u> of book used in the assessment
- A copy of picture cards used to identify properties of earth materials

Option 2:

- **Graphic representation (photos, video) of primary evidence**, including <u>all</u> of the following:
  - **Task context** - Scorers must be able to recreate the assessment based on the documentation provided. They must be able to see what the student saw during the assessment.
  - **Materials** – a sampling of the items/manipulatives/supports used by the student during the assessment must be represented in either photos and/or videos and submitted as part of the student product
  - **Results of the student's performance at baseline** – scorers must be able to see how the student performed in the context of the assessment

- **Attached *VTAAP Form 3: Baseline Record* –** this will provide essential assessment context and official data charts

It is not necessary to graphically document the entire field of student responses. A *representative* sample of responses and the fully completed data charts will accurately recreate the assessment context for scorers. It is important to remember, however, to include a representative sample <u>for each discrete target behavior</u>. Videos should

represent this before/after concept and be submitted in AVI, MOV, or WMV video formats.

Regardless of the product format selected, all submissions, including video, must be carefully annotated on the actual physical product with the student's name and date of collection. A key to any notations must also be provided if necessary for scorer understanding.

SECTION C: ASSESSMENT ADMINISTRATION

	Section C: Assessment Administration	
General Educator:	How was the student's **General Education** teacher involved in the administration of this VTAAP assessment?	
	** Select Yes or No **	Administered assessment task(s)
	** Select Yes or No **	Supervised administration of assessment task(s)
Special Educator:	How was the student's **Special Education** teacher involved in the administration of this VTAAP assessment?	
	** Select Yes or No **	Administered assessment task(s)
	** Select Yes or No **	Supervised administration of assessment task(s)
Materials / Supports:	List all of the materials and teacher-free supports used in this assessment task.	
	Be very specific about the tools, materials, and items that were present during the assessment.	
	*Note: This is **not** a restatement of the grade expectation standard, nor a statement of what is common for that grade. This information must be a direct reference to a specific activity that is part of this student's grade-level general education classroom curriculum.*	

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SECTION D: PROCESS

	Section D: Process
	Please read and indicate agreement with the following requirements:
	• The completed Baseline assessment product for this strand has been collected and stored in the student's VTAAP portfolio.
	• The Endline assessment task for this strand will duplicate this Baseline task, using the same targets/items, to demonstrate the student's learning of the skills, concepts
Process Awareness:	• The final submission for this strand by May 15 must include:
	‣ Original Baseline primary evidence clearly labeled with student name and collection
	‣ Printed copy of VTAAP Form 3: Baseline Record (attached).
	‣ Original Endline primary evidence clearly labeled with student name and collection
	‣ Printed copy of VTAAP Form 5: Endline Record.
	** Select Yes or No ** I have read and agree with the above requirements.

This section of Form 3 is intended to make case managers aware of the process for completing and submitting the baseline evidence and forms. Case managers must confirm the "I have read and agree with the above requirements" box. Failure to accomplish all of these actions may result in the disqualification of the strand from scoring.

BEHAVIOR IDENTIFICATION:

Behavior Identification	
Student Name:	**0**
Grade:	**** Select Grade ****
Domain:	**Earth/Space Science**
Entry Point:	**** Select One ****
Behavior #1:	

Each content area strand is composed of one to four discrete behaviors. Each behavior has its own data chart and the process for documenting information is consistent across all behaviors. Name and grade are auto-filled. Next, select the relevant domain (physical, life, earth/space). Behavior #1 (and all remaining behaviors) will be auto-filled from Form 2. All documentation and evidence in the section that follows will reference this behavior only. Do not describe or combine items for different target behaviors in the same Behavior Assessment Data section or on the same data chart.

BEHAVIOR ASSESSMENT DATA:

Each CKD strand has a pre-labeled corresponding form. Be sure to choose the correct form for each strand. Note that some entry points have less than 4 behaviors and, not all target behaviors warrant the administration of 20 items. Use only the data chart cells that are necessary for the required number of behaviors (1-4). Please see the *Science Student Performance Scoring Guide* for required number of items for each entry point.

Behavior Assessment Data

	Please identify the actions of the *evaluator* in administering this portion of the assessment task:
	Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task.
Evaluator Role:	
	Please identify the actions of the *student* in administering this portion of the assessment
	Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task.
Student Role:	

	Assessment Item (Please identify the specific item being assessed.)	Correct Response	Student Response	Correct
				** Select **
				** Select **
				** Select **
Data Chart:				** Select **

Descriptions of the evaluator and student roles constitute much of the "narrative" referred to earlier as one of the three critical components in forming a clear and coherent picture of the assessment.

Evaluator Role: In this section, evaluators must identify their actions in administering the assessment for this behavior. The actions of the evaluator must be distinct from those of the student. Scorers must know the specific instructions given by the evaluator as well as the evaluator's role in this assessment task (i.e., what was read, said, shown, written, scribed, etc.) For example, "the evaluator read the bolded directions aloud and scribed the student's responses."

Student Role: In this section, evaluators must describe for scorers how the student was required to respond to the task. A description of the specific student actions used to participate in the assessment and respond to the test items (e.g., student pointed, wrote, said, placed, etc.) for the different tasks contained in the product must be provided. For example, "the student was asked to identify items in a group by pointing to each item

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as it was presented orally by the evaluator." Or "the student was asked to identify items in a group <u>by saying</u> each one aloud."

Assessment Item: Use this box to identify the specific item being assessed. Please be specific enough in your description so that scorers can identify items in the data with their correspondence items evidenced in the primary evidence (worksheet, photos, etc.). Anytime a student has an opportunity to be correct or incorrect, the item can be considered a separate response. Teams should consider "deconstructing" items that bundle multiple responses to ensure a sufficient quantity of aligned responses (e.g., Label the components in an electrical circuit; sequence the four stages in a life cycle.) Because of space limitations, 'code' or abbreviation items so scorers can associate specific items in the student product with the data chart.

Correct Response: This is the response the student is expected to produce.

Student Response: This is the actual student response. Indicate "No response" when none is given.

Correct: Mark "yes" in this column if the student's actual response essentially matched the expected response. If the student response to an item was incorrect, mark "no" in this column.
NOTE: Data chart items may be added or deleted from baseline data at any time prior to March 30th.

STRAND ASSESSMENT DATA TOTALS:

Strand Assessment Data Totals

Please do not fill in these boxes, the totals are automatically calculated from all related dated charts.

Refer to the Student Performance Scoring Guide for recommended number of assessment items.

Total number of items (ALL BEHAVIORS): _____0_____   (Blank data chart rows will not count in the totals.)

Total correct items (ALL BEHAVIORS): _____0_____

Percentage accuracy: _____

Accuracy score: All assessment performance tasks <u>must include evidence of a minimum number of test items</u> such that the student performance can be regarded as 'convincing' with respect to the acquisition of the skills and concepts defined in the entry point target. "Total number of items" includes *all* valid items for all the individual behaviors, across the entire strand. Teams should include representative examples <u>of each skill</u> or application specified in the entry point within the product(s) to ensure there is sufficient evidence of the student's learning of the targeted concept. See the *Student Performance Scoring Guide* for more information related to item quantity. Be aware that these quantities will vary across different entry points. Tasks with insufficient number of items in aggregate across all behaviors in the entry point will be considered invalid.

Be sure that all of the items listed on the data sheet are independent (teacher-free supports are allowable and count as independent responses) and are aligned with the behaviors indicated. If they are not independent and/or not aligned to the specified target, they will be deleted from the item list by scorers at the scoring session. This will affect quantity of the baseline data and could result in performance above 50% accuracy, invalidating the baseline assessment. Once all items are validated and marked correctly, accuracy is auto-calculated, using the following formula: (___ # correct independent test items ÷ ___ # total items × 100 = ___ %).

The baseline measure must be equal to or below 50% accuracy. This measure is intended to preclude a student from beginning with a skill that he/she may already have acquired. If the student attains a performance level at or above 50%, a more challenging skill or skill extension must be taught and assessed.

The above procedure is repeated for each of the entry points in the Content Knowledge Domain strands. Be sure to save and print a separate Form 3 for Physical Science, another for Life Science and a third for Earth/Space for the student's folder. This strand baseline information is essential to complete the assessment requirements. SETs should therefore take all necessary precautions to manage and protect this data for later submission.

SUBMISSION REQUIREMENT

For the science CKD assessments (Inquiry does not require a baseline), teams are required to submit one printed *VTAAP Form 3: Baseline Record* per strand plus the related primary evidence with the portfolio no later than May 15. CKD Baselines should be started early in the school year to allow sufficient time for instruction, although baseline and the corresponding data charts may be augmented or revised until March 30th to address any adjustments during instruction.

Summary of Assessment of CKD Entry Points – Baseline

For each selected CKD entry point identified on *VTAAP Form 2*, design a Baseline assessment task to measure all of the Target Behaviors and Criteria detailed in the entry point and <u>*Student Performance Scoring Guide*</u> documents.

- Administer formal Baseline assessment tasks on <u>all</u> entry point skills that will be assessed at Endline.
- Complete and print an online *VTAAP Form 3: Baseline Record* for <u>each</u> science content domain that has been assessed.
- Annotate the product evidence (name, date, etc.) associated with the Baseline tasks and place in the student's VTAAP science portfolio with printed Form 3 for later submission.
- Based on assessment results, plan and implement instruction including Grade-Level General Education Curriculum and the use of Assistive Technology supports and strategies.
- Revise Baseline Record as necessary if assessment conditions or behaviors change. Be sure to

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place new student product evidence with previously baselined materials in VTAAP science file. Confirm that there is a sufficient quantity of aligned test items to validate the assessment.

- After instruction (min. 30 calendar days), administer Endline assessment using the same comprehensive Baseline assessment (initial + any revisions).

VTAAP FORM 4:
CURRICULUM ACCESS & INSTRUCTION RECORD (CAIR)

INTRODUCTION

The U.S. Department of Education's requirements for the Alternate Assessment clearly state that it must be <u>aligned to the state's academic content standards</u> and promote <u>access to the general curriculum</u>. In accordance with these expectations, VTAAP is designed to be an instructionally embedded assessment of student academic skills in science. As such, its basic pre-test/post-test format should not be interpreted as an isolated assessment event but rather a measurement of student achievement as a direct result of regular and systematic science instruction.

Form 4 establishes the strength of the connection between instruction and the Endline assessment. The SET is responsible for developing, implementing, and documenting practices that support the use of evidence-based instruction, grade-level general education curriculum, and appropriate adaptations and modifications. The on-going collection of student performance data is essential to purposefully guide the instruction that precedes summative assessment at Endline. *VTAAP Form 4: Curriculum Access and Instruction Record (CAIR)* documents these important elements associated with quality instruction, including:

- collaboration between general educators and special educators
- shared learning with grade-level peers
- use of grade-level activities, materials and content
- clear instructional programs with identified levels of communication and support
- appropriate frequency and context of instruction
- data collection and informed decision-making
- use of AT/AAC supports

While it is not possible to correlate the student's performance *directly* with the instruction, this record documents the SET's commitment to these important components which can contribute significantly to the quality and extent of the student performance.

FORM 4 INSTRUCTIONS

The CAIR document is *content area* specific for the purposes of efficiency and only one form is needed for the science alternate assessment. Because the conditions may vary across the individual content area strands, the team's answer selections should stand for, to the greatest extent possible, an accurate and *representative* summary of the status of instruction in the entire content area program at the time of completion at or near the submission date (May 15).

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SECTION A: GRADE-LEVEL GENERAL EDUCATION CURRICULUM CONNECTIONS

Form 4: Curriculum Access and Instruction Record (CAIR)

Only 1 form for the entire content area is required. Please complete this form at the end of the year and submit with the portfolio.

	Section A: Grade Level General Education Curriculum Connections
1a.	In what ways do special and general educators collaborate to plan for science instruction that provides the student with access to the general education curriculum?
	☐ face-to-face meeting: *co-plan whole-class activity; team (not IEP) meeting; planning meeting*
	☐ indirect meeting: *phone conference; email exchange; video conferencing*
	☐ exchange of lesson materials: *share specific lesson plans ahead of time*
	☐ exchange of content area activities and/or materials: *share content area themes; access classroom website; observation of similar grade-level content area class*
	☐ no collaboration at this time
1b.	How often, in general, do special and general educators collaborate to plan for science instruction that provides the student with access to the General Education Curriculum?
	** Please select **
2a.	How many hours per week is the student scheduled to receive science instruction in the general education classroom?
	Please count each instructional time only once, as either part of the general curriuculum (2a) or as specialized instruction (2b). The combined number of hours indicated for these two questions should be equal to but not exceed the student's total number of hours per week of science instruction.
	** Please select ** hrs/week
2b.	How many hours per week is the student scheduled to receive science instruction in learning environments other than the general education classroom?
	Please count each instructional time only once, as either part of the general curriuculum (2a) or as specialized instruction (2b). The combined number of hours indicated for these two questions should be equal to but not exceed the student's total number of hours per week of science instruction.
	** Please select ** hrs/week
2c.	How many times per week does the student typically receive any instruction in science?
	** Please select ** times per week
3.	What is the current status of the Instructional Plan(s) for science?
	** Please make a selection **

What augmentative and alternative communication procedures (AAC) are typically used to maximize the student's communication skills (i.e., production as well as comprehension)?

☐ Alternative/adaptive keyboards (e.g., Intellikeys)	☐ Voice recognition software
☐ Large-print text (font and size)	☐ Text to speech software
☐ Magnification	☐ Adult scribe
☐ Color coding/contrasting	☐ Student signals correct response from closed
☐ Tactile graphics/representations	☐ Objects with text
☐ Blank models/templates/organizers	☐ Photos with text
☐ Objects/manipulatives	☐ Pictures/line-drawing with text
☐ Adaptive positioning of materials	☐ Visual tracking aid (highlighter, marker, template, light, card)
☐ Speech generating device	☐ Tape recorder, taped text, or CD to "read along" with text
☐ Touch screen	
☐ Switch adaptation	☐ Calculator
☐ Other:	

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1a. In what ways do special and general educators collaborate to plan for science instruction that provides the student with access to the general education curriculum?
This section reflects the SET's efforts in connecting the *Grade-Level General Education Curriculum (GLGEC)* to the student's learning and achievement by directly involving the content area teachers. The intent of this collaboration of educators is to improve student academic performance, which is achieved in part by *sharing* the instructional responsibilities for the VTAAP assessment targets.

The VT AOE recognizes that some student's educational placement makes it more difficult for special educators to connect with their grade-level general education teachers. The CAIR provides a range of ways that special and general educators can plan cooperatively for the student's instruction and assessment. Check all that apply.
- face-to-face meeting: co-plan whole-class activity; team (not IEP) team meeting; planning meeting
- indirect meeting: phone conference; email exchange; video conferencing
- exchange of lesson materials: share specific lesson plans ahead of time
- exchange of content area activities and/or materials: share content area themes; access classroom website; observation of similar grade-level content area class
- no collaboration at this time

Content Area Instructional Time
The report of the student's performance in this assessment presumes sufficient and appropriate instruction, specific to the content learning being evaluated. The information requested in this section represents the frequency, content and context of that instruction.

1b. How often, in general, do special and general educators collaborate to plan for science instruction that provides the student with access to the General Education Curriculum?
This question refers to the approximate time spent in collaboration with the classroom teacher in any type of format or setting.

2a. How many hours per week is the student scheduled to receive science instruction in the general education classroom?
This question refers specifically to instruction for which an adapted and/or modified science curriculum (topic, activities, materials) is "worked down" from grade-level instruction and is being instructed within the classroom with grade level peers. Simply being physically present in the classroom does not count in this situation. The student must be participating directly in the science instruction within the classroom.

2b. How many hours per week is the student scheduled to receive science instruction in learning environments other than the general education classroom?
This question refers to any other science instruction that is not directly derived from the GLGEC. Instruction is typically different from that of the student's peers and/or may be instructed in any learning environment including the classroom, resource room, library, etc.

2c. How many times per week does the student typically receive any instruction in science?

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This statement refers to the total number of times per week for instruction of both *2a.* and *2b.*

3. What is the current status of the Instructional Plan(s) for science?
The Instructional Plan is at the heart of the provision of an appropriate learning context. It outlines the essential elements for teaching for the educational team including: the learning targets, evidence-based instructional strategies, guidelines for expected teacher and student behavior, data collection procedures, and necessary supports.

Although an Instructional Plan is strongly encouraged to ensure consistency across the team, it is not required for the VTAAP. If there is an existing written plan, the SET is encouraged to submit the document with the student's VTAAP binder in May.

4. What augmentative and alternative communication procedures (AAC) are typically used to maximize the student's communication skills (i.e., production as well as comprehension)? Select all that apply.
In this section, the SET should document all of the AT/ACC interventions that are regularly applied to facilitate the efficacy of the student's communications. Teams that do not introduce and apply communication interventions for students with severe disabilities risk making invalid assessments of student capacity and learning.

SECTION B: DATA COLLECTION AND INTERPRETATION

Section B: Data Collection and Interpretation
What is the current status of instruction and assessment in this science program?
Instruction is occurring for **** Please select **** in science.
Performance data are being collected for **** Please select **** in science.
How often is student performance data typically collected for any of the science program strands?
Bi-weekly
What is the general pattern of student performance seen in the collected science data samples to date?

○ Achieved or close to achieved
   (Possible interpretation: *Mostly Achieved* - work on maintenance, generalization, new task)
○ Correct responses increasing; errors decreasing
   (Possible interpretation: *Steady Progress* - continue current program)
○ Correct response rate highly variable; error rate unpredictable
   (Possible interpretation: *Variable Progress* - make adjustments in instructional strategies/practices as necessary)
○ Correct response rate mostly flat; error rate is unchanged
   (Possible interpretation: *No Progress* - make significant changes in instructional strategies/practices as necessary)
○ Correct responses at or near zero; high error rate
   (Possible interpretation: *No Progress* - make significant changes in instructional strategies/practices as necessary)

On-going collection of data on student performance is an essential part of good instruction. Instructional data documents vital information on the effectiveness of instruction already provided and helps the team make valid and objective decisions about what and how to teach the next phase. Teams that go beyond the simple collection of data and carefully analyze that data for performance trends are in the best

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position to formatively adjust their instruction to meet the student's educational needs and meet the assessment targets. This section asks the SET to document their data collection practices. As with the other sections of the CAIR form, the SET should select the response that best represents the *set* of science entry points in their respective programs.

1. What is the current status of instruction and assessment in this science program?
Instruction is occurring for and performance data are being collected for
- 4 strands
- 3 strands
- 2 strands
- 1 strands
- 0 strands

2. How often is student performance data typically collected for any of the science program strands?
- Daily or weekly (at least once a week)
- Biweekly (every other week)
- Monthly (at least once a month)
- Greater than monthly (at least once before Endline assessment)

3. What is the general pattern of student performance seen in the collected science data samples to date?
- Achieved or close to achieved
- Correct responses increasing; errors decreasing
- Correct response rate highly variable; error rate unpredictable
- Correct response rate mostly flat; error rate is unchanged
- Correct responses at or near zero; high error rate

SUBMISSION REQUIREMENT

Teams are required to print and submit a single *VTAAP Form 4: CAIR* summarizing the status of the student's science program prior to the deadline on May 15.

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VTAAP FORM 5: CONTENT KNOWLEDGE DOMAIN (CKD)
ENDLINE RECORD

INTRODUCTION

Form 5- CKD represents the post-test component of the assessment and must be completed for all three science CKD strands. Inquiry has its own distinct Form 5. As a post-test component for the three CKD entry points, some of the information on Form 5 is auto-filled from the shared file Form 3 Baseline Record. It is assumed that the SET's commitment to dedicated instruction will result in an improvement in student performance. Therefore, specific evidence of the student's performance after instruction (i.e., primary evidence and data chart) must be carefully documented in the Endline Record for each entry point being assessed in order to fully establish student academic growth.

The VTAAP Endline Record can be generated at any point during the course of the assessment year but no sooner than 30 calendar days after the baseline assessment for the CKD entry points. Because the Inquiry requirement has no baseline, there are no such timing restrictions. Although it is always desirable to reflect the student's highest level of achievement, there is no explicit requirement to test or retest at the end of the school year for any of the strands. Generally, for the purposes of the assessment, students may be considered proficient at any point when achievement on all aspects of the entry point is 75% or greater. However, in accordance with good instructional practice, teams are strongly encouraged to continue to generalize, maintain or even extend new content area skills that have been demonstrated at the level of proficiency.

FORM 5- CKD INSTRUCTIONS
SECTION A & B: PRODUCT IDENTIFICATION AND SECTION B: PRODUCT FORMAT

Form 5: Endline Record - Physical Science

- The information below should be detailed enough to allow the scorers to identify the Endline task at the Portfolio Scoring Institute.
- Endline tasks that do not match the Baseline information in this section will be considered invalid, and the strand will be disqualified.
- A minimum of 30 calendar days is required between baseline and endline assessments.

Please note the following:
All VTAAP science entry points have a required minimum of test items. Please refer to the Science Student Performance Scoring Guide.

Section A: Product Identification	
Student Name:	0
Grade:	** Select Grade **
Domain	Physical Science
Entry Point:	0
Date(s):	(Please be sure to clearly document the student's name and date(s) of collection directly on each student product submitted. Products without a name and date(s) of collection will be disqualified from scoring.)

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Section B: Product Format		
Product Format:	This VTAAP assessment task is documented in the format of:	
	** Select Yes or No **	Option 1: Original student work + printed copy of VTAAP Form 3 Baseline Record
	** Select Yes or No **	Option 2*: Graphic representation (photos, video) of all of the following:
		• Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at baseline • Printed copy of VTAAP Form 3 Baseline Record *Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.

These sections (with the exception of the date) are auto-filled from Form 3. Enter the date(s) of the Endline assessment (minimum 30 day instructional interval from baseline) and be sure to annotate all student products (primary evidence) as well.

SECTION C: ASSESSMENT ADMINISTRATION

Section C: Assessment Administration		
General Educator:	How was the student's **General Education** teacher involved in the administration of this VTAAP assessment?	
	** Select Yes or No **	Administered assessment task(s)
	** Select Yes or No **	Supervised administration of assessment task(s)
Special Educator:	How was the student's **Special Education** teacher involved in the administration of this VTAAP assessment?	
	** Select Yes or No **	Administered assessment task(s)
	** Select Yes or No **	Supervised administration of assessment task(s)
Location / Setting:	Where was this VTAAP assessment administered?	
	** Please make a selection **	

	Please describe the grade-level general education curriculum (GLGEC) activity that was adapted or modified for this assessment task, including the GLGEC theme, topic or unit of study.
GLGEC Activity:	
	*Note: This is **not** a restatement of the grade expectation standard, nor a statement of what is common for that grade. This information must be a direct reference to a specific activity that is part of this student's grade-level general education classroom curriculum.* List all of the materials and teacher-free supports used in this assessment task.
Materials / Supports:	
	Be very specific about the tools, materials, and items that were present during the assessment.

SECTION D: PROCESS

Section D: Process	
Process Awareness:	Please read and indicate agreement with the following requirements: • The completed Baseline assessment product for this strand has been collected and stored in the student's VTAAP portfolio. • The Endline assessment task for this strand will duplicate this Baseline task, using the same targets/items, to demonstrate the student's learning of the skills, concepts and knowledge. • The final submission for this strand by May 15 must include: ▸ Original Baseline primary evidence clearly labeled with student name and collection date(s) ▸ Printed copy of VTAAP Form 3: Baseline Record (attached) ▸ Original Endline primary evidence clearly labeled with student name and collection date(s) ▸ Printed copy of VTAAP Form 5: Endline Record
** Select Yes or No **	I have read and agree with the above requirements.

This section will be auto-filled from Form 3.

Product Identification	
Student Name:	**0**
Grade:	**** Select Grade ****
Domain	**Earth/Space Science**
Entry Point:	**** Select One ****
Behavior #1:	

Behavior Assessment Data	
	Please identify the actions of the *evaluator* in administering this portion of the assessment task:
	Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task.
Evaluator Role:	
	Please identify the actions of the *student* in administering this portion of the assessment task:
	Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task.
Student Role:	
If there are any significant changes from the Baseline administration (e.g., reduction of support or any additional clarifying information) enter that information in box on right. No new assessment items can be added or changed from Form 3 at Endline after March 30th.	

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Assessment Item	Correct Response	Student Response	Correct
			** Select **
			** Select **
			** Select **
			** Select **
			** Select **
			** Select **
			** Select **
			** Select **
			** Select **
			** Select **
			** Select **

Data Chart:

BEHAVIOR ASSESSMENT DATA:

Each content knowledge domain strand is broken down into one to four target behaviors. Each behavior has its own dedicated data chart section. These behaviors are identified in section B of Form 2 and transferred from Form 3. Individual target behaviors are identified in the Product Identification section (i.e., Behavior #). While the information that follows is specific to each behavior, the process for documenting information is consistent across all behaviors for the designated entry point.

Evaluator and Student Role

The evaluator and student role sections will be auto-filled from the baseline entry. If there any changes from the baseline administration (e.g., reduction supports or any additional clarifying information, enter that information after the auto-filled text. SETs are cautioned not to add conditions that were not baselined and could therefore invalidate the Endline assessment.

Assessment Item: All assessment items are auto-filled from Form 3. No new assessment items can be added or changed from Form 3 at Endline after March 30th.

Correct Response: This is the response the student is expected to produce and is auto-filled from Form 3.

Student Response: This is the actual student response. This column must be entered at Endline as some responses can be expected to change from the baseline assessment after instruction. Record any non-responses as 'No response' and leave the item unchecked.

Correct: Mark "yes" in this column if the student's actual response essentially matched the expected response. If the student response was incorrect, mark this column "no."

STRAND ASSESSMENT DATA TOTALS:

Strand Assessment Data Totals

Please do not fill in these boxes, the totals are automatically calculated.

The numbers are calculated from the data chart here plus the data charts on for the other behaviors for this strand.

Refer to the Student Performance Scoring Guide for recommended number of assessment items.

Total number of items (ALL BEHAVIORS): **0** (Blank data chart rows will not count in the totals.)

Total correct items (ALL BEHAVIORS): **0**

Percentage accuracy: _____

Accuracy score must reflect independent student responses to items aligned to the specified entry point target behaviors.

Accuracy score: As with baseline accuracy, this score is calculated automatically. Do not try to enter this information. "Total number of items" includes ALL individual data chart items across the entire strand. Blank behavior charts or blank lines within a completed behavior chart are not calculated. Please refer to the *Student Performance Scoring Guide* for the "minimum" and "recommended" number of items listed for each strand. These quantities vary across entry points. Submissions below the minimum number of items are invalid and will receive a zero for the strand score.

Be sure that all of the items listed on the data sheet are independent (teacher-free supports are allowable and count as independent responses) and are aligned with the target behaviors indicated. If they are not independent and/or not aligned to the specified target, they will be deleted from the item data chart by scorers at the scoring institute. This will affect the quantity of the baseline data and could result in performance above 50% accuracy, invalidating the Baseline assessment (___ # correct independent test items ÷ ___ # total items × 100 = ___ %).

The above procedure is repeated for each CKD entry point.

SUBMISSION REQUIREMENT

The team is required to submit *VTAAP Form 5- CKD: Endline Record* for every CKD entry point assessed in the portfolio. This form for CKD strands must be attached directly to the primary evidence of student achievement at Endline and submitted with the portfolio no later than May 15th.

NOTE: A separate form, *VTAAP Form 5: Science Inquiry*, is used to document student Endline progress in the Inquiry Process. Details for Inquiry are described in the next section.

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Summary of Assessment of CKD Endline:

- Endline assessment of any Content Knowledge Domain strands can be considered complete and the assessment requirements fully satisfied after the minimum 30 day period and if student accuracy is 75% or greater.
- Enter Endline student responses and mark appropriately.
- Print *VTAAP Form 5- CKD: Endline Record* to document the Endline assessment.
- Annotate the primary evidence (name, date, evaluator, etc.) associated with the Endline tasks, attach printed Form 5, and place in the student's VTAAP science portfolio with the corresponding printed Form 3 and Baseline primary evidence for later submission.
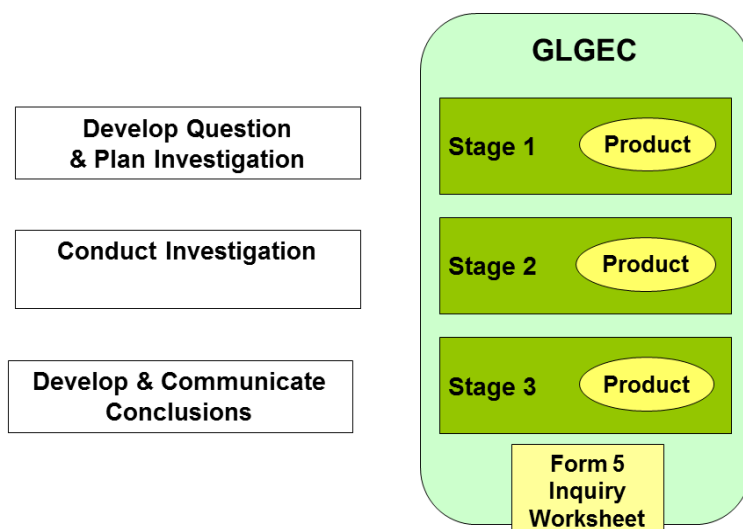
VTAAP FORM 5: SCIENCE INQUIRY

INTRODUCTION

The Inquiry Process is a multi-step investigation that begins with identifying a teacher or student generated question, making a prediction, establishing a valid procedure, and moves on to collecting relevant information, recording and organizing it clearly, and concludes with the analysis and sharing of findings or conclusions. The gathering of information can take many forms, including researching existing data, conducting surveys, observing situations, and/or conducting experiments. Teaching and learning should focus on becoming familiar with the common concepts and procedures associated with conducting inquiries through meaningful experiences and practice with the related materials and procedures. After practicing and participating in a variety of inquiries, students should be ready for the inquiry assessment.

For VTAAP, students must complete one Inquiry in grades 4, 8, and 11, focused on one of the science content knowledge GEs and linked to the grade level general education curriculum (GLGEC). The inquiry can focus on *either* an experimental (cause/effect) question or an observational question. Collaboration with the classroom science teacher will greatly facilitate the identification of a suitable question. The student's participation in the inquiry process and the performance results of the individual steps will vary depending on the student's personal experiences, level of symbolic development, the topic of the inquiry, and the method of data collection selected.

All portfolio entries for the required inquiry follow a standardized 3 stage/8 step format. This documentation provides a clear record of the sequence of the inquiry process and the student's type and degree of involvement in each stage. Within this larger comprehensive process, VTAAP requires the SET to target specific inquiry skill areas in each stage for formal evaluation of independent student performance. Submitted evidence for the inquiry strand, then, includes a fully completed *VTAAP Form 5: Science Inquiry* (worksheet) and student product evidence for a selected skill area in each of the three inquiry stages.

FORM 5- INQUIRY INSTRUCTIONS

There is no baseline assessment requirement for science inquiry, and there is a different Form 5 for Inquiry Endline than that used for the three Content Knowledge Domains. Student performance is evaluated solely on the *Form 5- Science Inquiry* worksheet and the primary evidence submitted for each stage at Endline.

IDENTIFICATION

Form 5: Science Inquiry - Stage I (1 of 3)

General Directions: This worksheet is used to document the student's participation in the inquiry process for science. It replaces the standard VTAAP Form 5 used for science content knowledge domains. This form is required, and all sections must be completed in their entirety for the inquiry submission to the eligible for scoring. Please print and attach directly to the student product evidence for inquiry. 3 distinct products are required (1 product for each inquiry stage). Student products submitted without the worksheet or with an incomplete worksheet will not be scored.

Identification	
The information in this section applies to all three stages.	
Student Name: **0**	Grade: ** Select Grade **
Communication Level: **Select**	
Date(s) Collected:	Inquiry evidence must be collected in the year of the assessment (grades 4, 8 & 11).
Unit/Topic Area:	

Note the designation of this Form 5 as specific to Science Inquiry. This section requires the entry of the student name, grade, communication level, Inquiry collection date (m/d/yyyy), and the Inquiry topic.

DESCRIPTION OF GENERAL EDUCATION CURRICULUM

Description of General Education Curriculum	
	Identify the content knowledge domain and GE connected to this inquiry.
Content Focus:	Domain: -- **Select a Domain** --
	Related Science GE:
	How does this inquiry task reflect on explicit connection to the unit study, activities, and / or materials of the grade-level classroom (GLGEC).
GLGEC:	

In this section, identify the focus domain and GE Entry Point for the Inquiry. Although the Inquiry strand assesses *process* skills, it must nevertheless address regular science content. While it is permissible to address the same content assessed in one of the CKD strands, Inquiry presents another opportunity to extend a student's exposure to the breadth of science content. Regardless of the focus, like the CKD strands, the Inquiry should be closely linked to the grade-level classroom instruction experienced by this student's peers. Briefly describe this connection in the yellow GLGEC box. Remember to reference a specific classroom activity or set of activities that peers were engaged in.

STAGE I- SKILL AREA & TARGET BEHAVIORS

Stage I - Skill Area	Target Behaviors
Identify a Question:	Document student participation by answering the following questions: ~ What personal experience or interest did the student use to generate a question? ~ What specific experimental or close observational question was identified? -- Please make a selection --
Make a Prediction:	Document student participation by answering the following questions: ~ What did the student think might happen in this investigation? ~ What logical reasoning did the student use to support his/her prediction?
Develop a Procedure:	~ What procedure(s) did the student develop/identify to gather evidence to answer the question posed? ~ What was the logical sequence of steps for the procedure? -- Please make a selection --

-- Please make a selection --
Directed
Cooperative
Independent

In this section, the team describes how the student actually participated in each of the three Stage 1 Inquiry Skill Areas. Note the bulleted questions above each of the yellow fields. These represent a more detailed expectation required for each of the specified Inquiry Skill Areas. Some students may be capable of exceeding or extending these expectations. If properly documented and evidenced, these extended behaviors will be credited in the student performance score. (See the *2015-2016 VTAAP Inquiry Target Behaviors* document Appendix E). Provide a brief description that states the degree and extent of the student involvement and use the 'Please make a selection' dropdown to

characterize the participation. For the purposes of the VTAAP documentation, student participation at each step of the Inquiry is characterized by one of three general descriptors:

- ☐ **Directed** - Teacher demonstrates or performs all or almost all of the inquiry skill area behaviors with the student observing – or guided with hand over hand.
- ☐ **Cooperative** - Teacher (or other peers) and student perform the inquiry skill area together with teacher or peer providing direct assistance where necessary.
- ☐ **Independent** - Using teacher-free supports, the student performs the inquiry skill area independently. (Designated assessment targets should always be marked as 'Independent' to qualify for scoring.)

NOTE: Skill Areas that are designated as 'Cooperative" or 'Directed' cannot be used for primary evidence of *independent* student performance.

STAGE 1 PRODUCT DESCRIPTION

Stage I - Product Description

Assessment Product Options:	-- **Please make a selection** -- This inquiry target must be marked as "independent" on the worksheet to be awarded credit for student performance.

Product Format:	This VTAAP assessment task is documented in the format of:
	 Please check one option.
	
	 ○ Option 1: Original student work + Printed copy of Form 5 - Science Inquiry Worksheet
	
	 ○ Option 2*: Graphic representation (photos, videos) + Printed copy of Form 5 - Science Inquiry Worksheet. Include all of the following:
	    ~ Task context
	    ~ Materials
	    ~ Results of the student's performance
	 *Actual student work is the perferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.
	 VTAAP products must represent independent student performance.
	 Briefly describe the role of the evaluator for development of the Stage I Product.

Evaluator Role:	
Student Role:	VTAAP products must represent independent student performance. Briefly describe the role of the student for development of the Stage I Product.

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Supports Used:	VTAAP products must represent independent student performance.
	Briefly describe the use of teacher free supports for development of the Stage I Product.

While documentation of the entire process in all eight Skill Areas is required for scoring qualification, the actual scoring of Endline student achievement is limited to the evaluation of the student's independent performance on the particular Skill Area in each stage specified by the SET. For example, the team may decide that the student is best able to 'Make a Prediction' by choosing a prediction and rationale from a field of given choices (independent); a student work group could 'Identify the Question' for the inquiry (Cooperative); and the teacher could 'Develop the Procedure' for the whole class (Directed). Regardless of the process skill area targeted by the team for independent performance, there must be a discrete student product (primary evidence) that addresses all of the bulleted questions for the designated inquiry skill area (see the *2015-2016 Inquiry Target Behaviors* document in [Appendix E](#)). This product must be documented in the Stage Product Description section of the form with the same level of detail as required in the content knowledge domains. Scorers will only evaluate the Assessment Product Option that is designated and only if it is designated as 'Independent'. Please describe the Product evidence for *this* skill area and *only* this skill area. Please do NOT describe the student's activities for all the Skill Areas in the entire stage in this particular section. The product itself must be clearly identified with the student <u>name</u> and <u>date</u> and <u>stage number</u>. Products that are not identified or do not match label descriptions will not qualify for scoring.

STAGE II INQUIRY SKILL(S) & STAGE II PRODUCT DESCRIPTION

Stage II- Skill Area	Target Behaviors
	Document student participation by answering the following questions:
	~ What steps identified in the planned procedure did the student complete?
	~ How many trials were conducted using the procedure?
Perform the Procedure:	
	-- Please make a selection --

Document student participation by answering the following questions:
~ What relevant data did the student collect?
~ How did the student organize the data into related categories?
~ How did the student use appropriate representation to display the data (e.g., graph, table, chart, scientific drawing, etc.)?

Collect and Organize the Data:

-- Please make a selection --

Stage II - Product Description

Assessment Product Options:

** Please make a selection ** This inquiry target must be marked as "independent" on the worksheet to be awarded credit for student performance.

Product Format:

This VTAAP assessment task is documented in the format of:
Please check one option.

○ Option 1: Original student work + Printed copy of Form 5 - Science Inquiry Worksheet

○ Option 2*: Graphic representation (photos, videos) + Printed copy of Form 5 - Science Inquiry Worksheet. Include all of the following:
~ Task context
~ Materials
~ Results of the student's performance

*Actual student work is the perferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.

Evaluator Role:

VTAAP products must represent independent student performance.
Briefly describe the role of the evaluator for development of the Stage II Product.

Student Role:

VTAAP products must represent independent student performance.
Briefly describe the role of the student for development of the Stage II Product.

Supports Used:

VTAAP products must represent independent student performance.
Briefly describe the use of teacher free supports for development of the Stage II Product.

The same process is repeated for the second Inquiry stage. Student participation is described for both Skill Areas referencing the bulleted questions (Inquiry Target Behaviors) and the participation classified as either 'Independent', 'Cooperative', or 'Directed'. As with Stage 1, one of the two Stage II Skill Areas must represent independent student performance and a student product must be submitted and

carefully documented in the Product Description. Remember to detail only the Assessment Product Option that is selected.

STAGE III INQUIRY SKILL(S) & STAGE III PRODUCT DESCRIPTION

Stage III: Develop and Communicate Conclusions	
Stage III - Skill Area	**Target Behaviors**
Analyze the Data and Construct a Conclusion:	Document student participation by answering the following questions: ~ How did the student relate the data to the original question? ~ What reasonable explanation did the student provide that accurately reflected the data? ~ What patterns/trends did the student discover when the data was examined? -- Please make a selection --
Communicate the Results:	Document student participation by answering the following questions: • How did the student restate the original question to peers or adults other than the instructing teacher? • How did the student share findings related to the question with peers or adults other than the instructing teacher? • How did the student share conclusion(s) with peers or adults other than the instructing teacher? ** Please make a selection **
Evaluate the Prediction:	Document student participation by answering the following questions: ~ How did the student compare the prediction in Stage I to the actual data? ~ Was the student prediction in Stage I supported or not supported by the data? -- Please make a selection --
Communicate the Results:	Document student participation by answering the following questions: ~ How did the student restate the original question to peers or adults other than the instructing teacher? ~ How did the student share findings related to the question with peers or adults other than the instructing teacher? ~ How did the student share conclusion(s) with peers or adults other than the instructing teacher?

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Stage III follows the same procedure as the first two stages. Student involvement in all three Skill Areas is described, and one of the three stage Skill Areas is assessed for independent student performance. Carefully document the Stage III Product in the Stage III Product Description section.

SUBMISSION REQUIREMENT

For purposes of efficiency, all information related to student participation and product description is summarized on *VTAAP Form 5 - Science Inquiry*. This completed worksheet is submitted with the hard copy student primary evidence for *one skill area within each stage* of the inquiry and scored at the portfolio scoring session. Scorers will examine and evaluate student performance for each stage and then assign an overall inquiry rating for the student's acquisition of inquiry process skills.

Inquiry submissions that do not have a science content focus or contain incomplete worksheets or completed worksheets with no accompanying primary evidence will not be scored.

Summary of Assessment – Inquiry:
- Review the 8 inquiry skill areas on the *VTAAP Form 5- Science Inquiry* worksheet.
- Discuss the Inquiry requirements with the classroom science teacher (identified in Form 1) and identify specific opportunities for the student to participate and practice the inquiry process in the general education curriculum.
- Provide inquiry practice activities
- Indicate on *VTAAP Form 2* the science content Domain for the Inquiry agreed upon with the classroom teacher.
- Select a skill area in each stage of the inquiry that will allow the student to best demonstrate *independent* performance. These skills must be indicated accordingly as 'Independent' and not marked as 'Cooperative' or 'Directed'.
- In collaboration with the classroom teacher, assess all worksheet inquiry skill areas in the topic selected for the VTAAP investigation. Collect student product evidence of independent student performance for the target behaviors in the designated skill area for each of the three stages. Be sure to fully identify/annotate ALL products.
- Complete and print the *VTAAP Form 5 – Science Inquiry*. Be sure to fully describe the student product being submitted in the Product Description section at the end of each stage. This documentation of inquiry evidence will be submitted with the related hardcopy evidence of student performance for the three SET designated skill areas.

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VTAAP FORM 6: CKD
SUBMISSION CHECKLIST

INTRODUCTION

Familiarity with and understanding of the submission requirements ensure the inclusion of all required portfolio elements, and have been demonstrated to improve the overall quality of portfolio submissions *when completed with fidelity.*

Evidence must be clearly documented in the submitted materials to be reviewed. When rating the student's performance, scorers have access only to the hardcopy portfolio documents mailed or delivered to AOE. Therefore, it is essential that these documents clearly support the ratings selected by the team on Form 6. Scorers at the Portfolios Scoring Session are instructed to consider each strand separately. They are not permitted to presume or infer any information about a portfolio product or the student's achievement that is not clearly evidenced in the documentation for the specific strand that is being scored.

One of four achievement levels will be assigned to each portfolio content area assessed after all portfolios have been scored using the approved content standards. Like the science general assessment (NECAP), the student achievement levels are indexed from highest to lowest as: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient.

FORM 6- CKD INSTRUCTIONS
IDENTIFICATION

Form 6: CKD - Submission Checklist for Earth/Space Science

Identification	
Student Name:	**0**
Grade:	**** Select Grade ****
Strand / Domain	**Earth/Space Science**

** Select Yes or No **	**Training:** The case manager has participated in the 2015 training.

If yes, which training did you attend?	** Select Yes or No **	Webinar
	** Select Yes or No **	Sped 101 Training

If no, please explain why you didn't attend the training.

The student's name, grade, and strand information are autofilled. Choose yes or no if the case manager has participated in the spring training. While the training is not required and will not affect the results of the assessment, it is highly recommended that at least one team member participate in the training.

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PART I- QUALIFYING ELEMENTS

PART I: Qualification	

Instructions: Please read and confirm the following elements for the submission of the VTAAP forms and supporting materials. Only those strands that comply with ALL of the listed requirements will qualify for scoring. Please review the strand submission carefully for each of the elements before indicating agreement.

I Agree	The submission for this content strand includes:
☐	Primary evidence of independent student performance at baseline and endline
☐	Student name and date on all primary evidence
☐	Documentation of Baseline <50% and required instructional interval (minimum 30 calendar days)
☐	Sufficient quantity of individual assessment items aligned to the entry point target behaviors

Each strand should be carefully reviewed to ensure the accuracy of each of the statements. Failure to guarantee any of the four elements will result in the disqualification of the entire strand from scoring. This, in turn, will result in a zero for the strand and preclude proficiency for the content area.

PART II- TASK QUALITY

PART II: Task Quality	

Instructions: Task Quality represents the strength of the assessment task. Tasks that reflect the full range of the standard and offer students complete and varied opportunities to demonstrate what they know and can do will enhance the student performance score. Please check all of the target behaviors that were assessed and applications that apply.

Behavior Alignment

☐	
☐	
☐	#N/A
☐	#N/A

Application Alignment

☐	Student Product demonstrates participation in meaningful and engaging activities and materials that are appropriate for the student's age and level of communication
☐	Student Product demonstrates explicit connection to the unit of study, activities, and/or materials of the grade-level classroom (GLGEC)

Once the qualifying requirements have been met, the student Endline Product can then be evaluated for Alignment. Alignment is a composite rating and measures the degree to which the assessment task(s) reflects all the necessary components of the standard. These include the target behaviors, a variety of different applications, and connection to related classroom instruction. A high rating in this element means that the assessment tasks were well-designed and provided the student with multiple opportunities to demonstrate his/her learning in all aspects of the standard. Conversely, a zero rating indicates that the student was assessed using tasks that did not relate to the entry point expectations at all.

This form is generic to all content knowledge domain strands. In completing the behavior alignment portion of this section, case managers are reminded that not all entry points have four behaviors. Simply indicate those behaviors explicitly assessed

within the task and leave the remaining behaviors unchecked. Strands for which no target behaviors are assessed will result in a zero for that strand.

In the 'Application Alignment' portion of Task Quality, note that the two statements are also generic across all the CKD entry points. Evaluate each statement individually before awarding. Unlike Behavior Alignment, Application statements are bonus credits and do not result in a loss of score points. An achievement score can still be awarded.

PART III- STUDENT PERFORMANCE

PART III: Student Performance	
Instructions: Please make a selection base on the the number of assessment items and student's performance for this strand.	
** Please select **	**Quantity** 2: Meets or exceeds expectations for clearly aligned responses 1: Partially meets expectations for clearly aligned responses 0: Below minimum expectations for clearly aligned responses
** Please select **	**Percent Accuracy** 4: Accuracy 90% - 100% 3: Accuracy 75% - 89% 2: Accuracy 50% - 74% 1: Accuracy below 50% shows increase of at least 25% from baseline (requires CAIR evidence of sufficient instruction) 0: Accuracy below 50% AND less than 25% increase from baseline

Student Performance evaluates both the quantity and quality of the student responses. This rating indicates the student's actual performance on all of the aligned items within the assessment tasks. A high rating in this element indicates that the student has a good command of the knowledge and skills assessed, and the task included the recommended number of assessment items. A low score indicates there was little evidence of student learning relative to the target standard and/or did not meet the criteria for minimum number of items in order to determine progress.

In completing the Quantity portion of this section, please remember that strands for which a minimum number of independent and *aligned* items are not found will result in a zero for that strand. Scorers will delete any items judged to be unaligned to the entry point. This may directly impact the student score.

Percent Accuracy is calculated by dividing the number of correct responses by the total number of qualifying responses (___ # correct independent test items ÷ ___ # total items × 100 = ___ %).

Task Quality and Student Performance ratings are combined at the scoring institute to generate a Strand Achievement Level, and the individual strand ratings are combined to produce an overall achievement level for the content area.

SUBMISSION REQUIREMENT

While it is recommended that the SET diligently complete a Form 6 for each content knowledge domain strand to ensure the submission of all required portfolio elements, it is not required to include them in the actual portfolio upon submission.

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VTAAP FORM 6: SCIENCE INQUIRY
SUBMISSION CHECKLIST

INTRODUCTION

Science Inquiry has a separate Form 6 that corresponds to the special requirements of Inquiry Form 5.

FORM 6- INQUIRY INSTRUCTIONS
IDENTIFICATION

Identification	
Student Name:	**0**
Domain:	**-- Select a Domain --**

PART I: QUALIFYING ELEMENTS

PART I: Qualification

Instructions: Please read and confirm the following elements for the submission of the VTAAP forms and supporting materials. Only those strands that comply with ALL of the listed requirements will qualify for scoring. Please review the strand submission carefully for each of the elements before indicating agreement.

I Agree	The submission for this content strand includes:
☐	A completed Form 5 Inquiry Worksheet
☐	Student product(s) that represent(s) primary evidence of independent student performance on the targeted inquiry skills are addressed and documented. One independent task per stage is represented.
☐	The student name and collection date on all primary evidence

As with the other science strands, Inquiry must first qualify for scoring by meeting the basic requirements for standardization. These include the inclusion of a completed **VTAAP Form 5- Science Inquiry** and primary evidence of independent student work that is appropriately annotated.

PART II: TASK QUALITY

PART II: Task Quality

Instructions: Task Quality represents the strength of the assessment task. Tasks that are derived directly from the grade-level curriculum and fully reflect the student's participation in all of the inquiry target behaviors will enhance the student performance score. Please check the statements that most closely apply.

☐	Student Product demonstrates explicit connection to the unit of study, activities, and/or materials of the grade-level classroom (GLGEC)
☐	Student participation in the complete inquiry process is thoroughly documented on VTAAP Form 5

After qualification, the Inquiry submission is rated for task quality. To award GLGEC, it is necessary to explicitly link the inquiry task to one that has been investigated (in whole or part) with the student's peers in the general education classroom. Check the GLGEC box only if this explicit link can be made.

The second portion 'Complete Inquiry' evaluates the degree to which the student's participation in every skill area in the inquiry is *fully* described in the worksheet. To

check Complete Inquiry, there must be a full description of every Skill Area (x8) within the Inquiry.

PART III: STUDENT PERFORMANCE

Stage 1 Product

- ○ Extended understanding - The student independently demonstrates a complete, or near complete, understanding of all of the required behaviors and any of the extended behaviors specified in the Inquiry Target Behaviors
- ○ General understanding - The student independently demonstrates an understanding of all of the required behaviors specified in the Inquiry Target Behaviors
- ○ Partial understanding - The student independently demonstrates an understanding of some of the required behaviors specified in the Inquiry Target Behaviors
- ○ Limited understanding - The student independently demonstrates an understanding of any part of any of the required behaviors specified in the Inquiry Target Behaviors
- ○ No understanding - The student independently demonstrates an understanding of none of the required behaviors specified in the Inquiry Target Behaviors
- ○ No Product - No evidence for this stage was found

Stage 2 Product

- ○ Extended understanding - The student independently demonstrates a complete, or near complete, understanding of all of the required behaviors and any of the extended behaviors specified in the Inquiry Target Behaviors
- ○ General understanding - The student independently demonstrates an understanding of all of the required behaviors specified in the Inquiry Target Behaviors
- ○ Partial understanding - The student independently demonstrates an understanding of some of the required behaviors specified in the Inquiry Target Behaviors
- ○ Limited understanding - The student independently demonstrates an understanding of any part of any of the required behaviors specified in the Inquiry Target Behaviors
- ○ No understanding - The student independently demonstrates an understanding of none of the required behaviors specified in the Inquiry Target Behaviors
- ○ No Product - No evidence for this stage was found

Stage 3 Product

- ○ Extended understanding - The student independently demonstrates a complete, or near complete, understanding of all of the required behaviors and any of the extended behaviors specified in the Inquiry Target Behaviors
- ○ General understanding - The student independently demonstrates an understanding of all of the required behaviors specified in the Inquiry Target Behaviors
- ○ Partial understanding - The student independently demonstrates an understanding of some of the required behaviors specified in the Inquiry Target Behaviors
- ○ Limited understanding - The student independently demonstrates an understanding of any part of any of the required behaviors specified in the Inquiry Target Behaviors
- ○ No understanding - The student independently demonstrates an understanding of none of the required behaviors specified in the Inquiry Target Behaviors
- ○ No Product - No evidence for this stage was found

In these sections, the student performance is evaluated for understanding of the target inquiry skill areas that have been selected by the SET for the assessment. Each Skill Area on the Inquiry worksheet has a number of target behaviors defined for that area. All of these must be addressed independently for the student to be awarded 'General Understanding'. If the student has, in addition, demonstrated *any* skills from the extended column of the *2015-2016 Inquiry Target Behaviors* document, then the student may be awarded 'Extended Understanding' for that skill area for that particular stage.

Regardless of the extent and quality of documentation in the worksheet, there must be an accompanying student product demonstrating independent performance for understanding to be demonstrated. Student products must meet the same standard of requirement as all those submitted for the rest of the portfolio and should always be carefully annotated to show the student name, collection date, and the related inquiry stage number (I, II, III).

SUBMISSION REQUIREMENT

While the team is strongly encouraged to complete this form with careful attention to ensure a complete documentation of student skill acquisition, it's not required as part of the portfolio submission.

VTAAP FORM 7:
PRINCIPAL CERTIFICATION

INTRODUCTION

As with the former NECAP general assessment and the current NECAP science assessment, principals are required to attest to the integrity and confidentiality of the alternate assessment.

FORM 7 INSTRUCTIONS

Form 7: Principal Certification

The Vermont Alternate Assessment Portfolio (VTAAP) is the statewide assessment for students with significant disabilities. The Student Evaluation Team (SET) listed below is responsible for the planning, implementation, and assessment of the portfolio contents for the named student.

Student Name: **0**

Grade: **** Select Grade ****

Role	Name
Parents / Guardians	
Case Manager / Special Educator	
General Education Science Teacher	
School Principal	
Special Education Administrator	
Other (i.e., ESL, psychologist, etc.)	

As the designated school principal for a student participating in the VTAAP, I affirm to the best of my knowledge, that the portfolio being submitted meets the following criteria:

1. All required VTAAP forms have been completed by the SET.

2. All required student performance products being submitted to the Agency of Education are authentic representations of this student's achievement in the related content area.

3. The assessment was prepared and scored by school personnel who are qualified to complete the Submission Checklist.

4. All necessary precautions have been taken to protect the confidentiality of the student record and test security of the assessment.

5. The completed VTAAP will be submitted to the VT AOE by May 15th unless an extension has been granted by the Agency of Education's special populations' assessment coordinator.

Signature (of the principal named above) _____

Date _____

School **** Select a School ****

Include the signed Form 7 at the front of the portfolio.

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The student name and grade (4, 8, 11) and the members of the SET are auto-filled from Form 1. If SET members have changed over the course of the year, the corrections should be made here.

The principal confirms the accuracy of all five statements by signing and dating this form.

SUBMISSION REQUIREMENT

A single *VTAAP Form 7: Principal Certification*, signed and dated by the principal named at the top of the form, is submitted at the front of the portfolio by May 15th.

PORTFOLIO BINDER ORGANIZATION

All portfolios are due at the Agency of Education no later than May 15. Portfolios are organized following the format below:

	Portfolio Location	Section Name	Contents			
Record Keeping	**Front**	**Form 7**	*Please print one copy of Form 7: Principal Certification and include at the front of the student's VTAAP Science Portfolio binder.*			
	Tab 1	**Form 1 & Form 2**	*Registration and assignment of Communication Level, previously sent to the AOE by Oct 15. These will be inserted in the student portfolio upon receipt in May.*			
	Tab 2	**Form 4**	*Curriculum Access & Instruction Record*			
Evidence of Student Achievement			**Form 3: Baseline Record**	**Baseline Product**	**Form 5: Endline Record**	**Endline Product**
	Tab 3	**Physical science**	☑	☑	☑	☑
	Tab 4	**Life science**	☑	☑	☑	☑
	Tab 5	**Earth/Space science**	☑	☑	☑	☑
	Tab 6	**Inquiry**	**NA**	**NA**	**worksheet**	**3 (1 per stage)**

It is important to organize the portfolio carefully so that no essential materials are omitted or difficult to find. The sequence of Baseline and Endline materials is especially important. For each CKD strand, attach the Baseline Record directly to the hardcopy primary evidence for Baseline; then follow with the Endline Record attached to hardcopy primary evidence for Endline. In the case of primary evidence submitted on a CD, please be very diligent in marking/labeling exactly what each section of the CD represents. Scorers at the scoring session cannot accurately score what they cannot find and correctly interpret.

NOTE: Please do not use individual plastic sleeves for documents; however, they may be used to store loose materials if necessary.

APPENDIX A:
PARENT GUIDELINES TO STATEWIDE DECISION-MAKING

Federal law, including both the Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB), requires all publicly funded students to have access to the grade-level general education curriculum (GLGEC) and to participate in the statewide assessment system. The purpose of this testing is to use the school's academic curriculum to promote high expectations for all children and to determine the effectiveness of school instruction in core academic programs (reading, math, and science). Unlike some other states, in Vermont, test results are not directly considered for graduation or placement. There are currently three testing options for students in Vermont:

1. General assessment
2. General assessment with accommodations
3. The Vermont Alternate Assessment Portfolio (VTAAP) for science; Dynamic Learning Maps (DLM) for reading and math

Assessment decisions must be made in each assessment year and are specific to individual students and specific academic content areas (reading, math, and/or science). Also required by law, parents/guardians must be provided an opportunity to provide input or otherwise participate with the other members of the educational team in this decision-making process. The final decision is documented in the accommodation section of the student's IEP.

Simply put, the outcome of this collective team process is to determine the best match between the individual student and the assessment from the available options. The idea is to identify the testing instrument that will allow the student to best demonstrate what s/he knows and is able to do. Because of the standardized nature of statewide testing and the limited number of testing options, not all students, unfortunately, will be matched with the perfect assessment. However, regardless of the option selected and administered, the test results are considered to be comparable, and there are no consequences that apply to one and not the others.

It is important to note that while the statewide test results are important to parents and schools, they do not provide information on the entirety of a child's program nor should they be considered as the only meaningful source of information with respect to the quality of a particular academic program. The general assessment and the alternate assessment both present a relatively small number of items or tasks that cover a broad range of knowledge and skills.

Understandably, parents and guardians typically do not have the same depth of information and familiarity with the assessment tools as do educational professionals. The *IEP Decision-making for Statewide Assessment* document included with this introduction is intended as a simple reference tool to provide parents and guardians with enough information to participate actively and productively in the discussion. The column on the left describes the learning circumstances of the child and the column on the right recommends the appropriate action.

The vast majority of students, even those with IEPs, will take the general assessment with or without accommodations. Only about one percent of all the students tested will participate in the alternate assessment which assesses students using alternate achievement standards. An alternate achievement standard sets an expectation of performance that differs in complexity from a grade-level achievement standard. In general, alternate achievement standards must be aligned with a state's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible. A state is permitted to use alternate achievement standards to evaluate the performance of students with the most significant cognitive disabilities. These students necessarily require significant modification/ adaptation of the grade-level curriculum and intensive individualized instruction.

Regardless of the quality of the student program, these students, by definition, will not be able meaningfully access and participate in the general assessment in any way. Any participation performance results from the general assessment, therefore, are of little or no value in measuring student skills and knowledge. Conversely, because the alternate assessment can be significantly designed to meet the needs and capabilities of the individual student, it offers a viable alternative for them to demonstrate what students with significant disabilities know and can do. Poor results on the alternate assessment, therefore, may indicate the need for more resources to be directed to the student academic program. This can include time, personnel, collaboration, and professional development to build additional content knowledge and teaching flexibility.

Parents can learn more about the importance of alternate assessments in creating new learning opportunities for students with severe disabilities by reading [Learning Opportunities for your Child Through Alternate Assessments](#) by Rachel Quenemoen and Martha Thurlow.

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IEP DECISION-MAKING FOR STATEWIDE ASSESSMENT

Directions: Start at the first step and read the description of the student as it applies to the designated content area. Decide if it generally describes the student in consideration. If 'yes', follow the recommended action to the right. If 'no', proceed to the next description until you find the description that fits best and follow the recommended action.

VTAAP Entry Points/CCEE= extended grade-level standards developed specifically for students with significant disabilities

GLGEC = the topics, activities, and materials that constitute the general course of study for students enrolled in a specific grade.

	Description of student	Apply?	Recommended Action
Step 1	The student typically participates in the <u>GLGEC without accommodations</u> or specialized instruction.	Yes	Administer the general assessment in the designated content area without accommodations.
		No	Go to next step.
Step 2	The student has some recognized learning challenges and typically participates in the GLGEC with an educational plan that allows him/her to <u>regularly access specific accommodations during instruction and assessment</u>.	Yes	Administer the general assessment with appropriate accommodations from the appropriate Accommodations Guide.
		No	Go to next step.
Step 3	The student has a documented disability and participates in the GLGEC or other learning environments with an IEP or 504 plan that provides for <u>additional instruction at or below grade level and regular accommodation</u> during instruction and assessment	Yes	Use general assessment released items and Practice Tests to build familiarity with the test and identify specific areas for additional instruction. Provide additional instruction as necessary and administer general assessment with approved accommodations.
		No	Go to next step.
Step 4	The student has a <u>significant cognitive disability</u> documented in an IEP that provides for <u>intensive individualized instruction</u> in order to acquire and generalize knowledge and skills AND requires <u>substantial modification/adaptation of the GLGEC</u> to meaningfully participate in the classroom and/or other learning environments.	Yes	Use tasks aligned to grade-level VTAAP entry points or DLM Common Core Essential Elements to determine the appropriate level of challenge and testing option.
		No	Go to next step.
Step 5	The student has <u>a significant cognitive disability</u> documented in an IEP that provides for specialized instruction in a <u>separate academic curriculum that is not at grade level</u>.	Yes	Provide direct instruction in grade-level VTAAP entry points or DLM CCEE that is aligned to the grade-level curriculum and administer the alternate assessment.
		No	Go to next step.
Step 6	The student has a <u>significant cognitive disability</u> documented in an IEP that provides for specialized instruction in a <u>separate life skills curriculum that is not part of the GLGEC</u>, either within the regular school or in another independent setting.	Yes	Teams must provide meaningful access to the general education curriculum required by law for all students. Students who are not provided instruction in the grade-level curriculum cannot be fairly assessed by any statewide testing option.
		No	Go to next step.
Step 7	The team has decided that none of the available options are appropriate for the student because of <u>extended absences, pervasive behavior or medical issues.</u>	Yes	Generally, if the student is physically available for instruction, he/she must be assessed or be considered a non-participant and receive a score of zero in the accountability (AYP) process.

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APPENDIX B:
LEVELS OF SYMBOLIC COMMUNICATION

The descriptions of the Levels of Symbolic Development below are meant to support the instruction and assessment of students taking the VTAAP. Students are not expected exhibit all of the features listed for a particular entry point. This is simply a guide to some of the common characteristics of students at different levels of symbol use. Sometimes a student's physical disability will mask their cognitive skills, other times sensory or physical access issues will impact the child's ability to receive information. Lastly, students need opportunities to learn new skills. Without the appropriate experiences and resources, the child may not develop the skills. *Symbolic levels tell us that the student is able to do <u>at least </u>this much, but in fact may be able to do <u>much more</u>…*

Level A	Level B	Level C
Abstract Symbolic	**Early Symbolic**	**Pre-Symbolic**
Expressive Communication		
• uses some sort of symbolic communication system: speech, signs, text, line drawings, photos etc. • communicates in multi-word utterances	• communicates using symbols of any kind: speech, signs, line drawings, photos etc. • communication purposes may be primarily wants/needs, or may serve a range of functions (e.g. comment, question, socialize) • length of utterance ranges from single word to multi-word messages	• communicates with vocalizations, actions, gestures, eye point, facial expressions, change in muscle tone, etc. • does not yet consistently use a symbolic or representation communication system (e.g. words, pictures, signs, etc.). • also may be working to develop a consistent motor signal for communicating (e.g. controlled start/stop to move hand, raise eyes, vocalize etc.)
Reading Skills		
• has some reading abilities: simple CVC words, individual sight words, short phrases, or simple connected text	• May know the names of letters; recognizes text vs. illustrations	• Beginning awareness of text as meaningful
Writing		
• has some basic writing skills: generating a word, phrase or sentence related to a topic • may use letter tiles, paper keyboard, computer, speech device or other AT tools to create product due to physical access issues	• produces written work using line drawn or picture supports • uses spoken words to dictate thoughts that are written by a scribe • uses typical or adapted tools to write, trace, or manipulate letters, make marks, draw.	• explores range of writing tools: pencil, pen, marker, keyboard, letter tiles

Speech Generating Device (SGD)		
• May use a high-tech dynamic display system • large vocabulary set • text-to-speech	• can use high-tech (computerized) or mid-tech (recorded) speech system • vocabulary set size varies based on language needs, but should include sufficient words/phrases for participation in curriculum activities and learning higher levels of language	• can use pre-programmed single-target/message devices paired with specific activities • multi-message devices can be used as tools for curriculum participation, social interactions, learning language and access skills
Learning Emphasis		
• expanding existing academic concepts, skills and knowledge • establishing a basis for future learning • generalizing application of learned skills • developing facility with selecting and using appropriate learning tools (e.g. AT supports, graphic organizers, resources)	• establishing and strengthening foundational academic skills • applying existing skills to new activities, formats, and materials • developing more abstract forms of communication and representation • expanding repertoire of learning contexts to expand vocabulary and language functions • opportunities to develop conventional literacy skills • opportunities to expand personal knowledge • Developing facility with AT tools to support	• producing more consistent signals for expressive communication • pairing specific responses to particular contexts and/or materials to demonstrate learning • Increasing discrimination skills across materials and contexts • Increasing engagement with a range of activities, environments and materials • developing facility with AT tools
Performance Options – Complexity Suggestions		
select conduct determine analyze classify predict generate compare justify	choose assist identify examine sort supply complete match	indicate participate acknowledge explore experience anticipate respond imitate copy repeat recognize

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Symbolic Development Continuum

PRE-SYMBOLIC -   EARLY SYMBOLIC -   ABSTRACT SYMBOLIC

Pre-symbolic	Early symbolic	Abstract symbolic
body/expressions	objects	line drawings
vocalization	gestures	sign
simple motor signal	photos	speech
objects	line drawings	text/words
gestures	speech	reading
	sign	

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APPENDIX C:
SUPPORTS DURING TESTING

In order to accurately measure student performance, students must <u>independently</u> demonstrate the target skill under testing conditions. Testing conditions should match the circumstances present after instruction has ended, when the student applies the skill in an authentic environment. The supports provided during testing of student performance must not provide assistance that changes the skill being measured. They also cannot direct the student to the correct answer in any way.

Some of the supports that are appropriate during *teaching* cannot be used during *testing*. A support can be judged acceptable only when it is considered in relation to the targeted skill and the student's needs. The statements below will help you evaluate the appropriateness of specific supports during testing.

The following statements MUST apply for a support to be considered acceptable during testing:
1. The support compensates for a disability-related deficit (e.g., motor, sensory, communication).
2. The support provides a different input or output mode that is necessary for the student to access the curriculum content and/or display their skills and knowledge.
3. The support does not guide the student to the answer, in any way.

The following statements SHOULD apply for a support to be considered acceptable during testing:
1. The support allows for maximum independence and will continue to be part of the target activity after instruction is completed.
2. The student has used the support consistently as part of the instruction for the task.
3. The same or similar support may be used by the student to function in other tasks.
4. The support provides a structure or format for generating responses, as opposed to specific answers.

The following statements CANNOT apply for a support to be considered acceptable during testing:
1. The support makes it possible for the student to complete the task without requiring/demonstrating the target skill.
2. The support gives the student clues to the answer.
3. The student's performance may be attributed to the use of the support rather than their own knowledge and skill.
4. The support prevents the student from making an error or inappropriately increases their chances of obtaining an accurate answer.

These guidelines apply only to TESTING – Baseline and Endline data collection. Most of these supports are permissible during INSTRUCTION.

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APPENDIX D:
STUDENT PRODUCT QUALITY CHECK

The evidence of student achievement includes the <u>description</u> of the assessment task on VTAAP Forms 3 & 5 (including student and evaluator role and data chart, etc.) and the <u>actual physical product</u> that has been submitted to represent the student's interaction with the assessment task. Together, they demonstrate what the student knows and can do at the end of instruction of a particular entry point.

IDENTIFICATION
- Are all physical pieces of the product clearly identified with a <u>student name</u> (no initials please) so that it can be attributed to a particular student?
- Are all physical pieces of the product <u>dated</u> so that the instructional interval (min. 30 calendar days between Baseline and Endline) can be established?

TARGET BEHAVIOR
- Does the physical product <u>show the context</u> (materials, arrangement, student orientation, etc.) of the assessment?
- Does the physical product clearly represent the <u>performance of the student</u>?
- Does the physical product show the <u>specific verb(s) (student actions)</u> of the target behavior?
- Does the <u>description of what the student is expected to do</u> (Form 3- Student Role) match what the physical product shows? Does it specify the performance verb (The student *identified* the main character by *pointing* to…)
- Does the description of the <u>supports</u> (Form 3) allow the student to complete the target behavior(s) independently (without teacher interference that guides the student to the correct answer)?

APPLICATION
- Does the physical product clearly represent the use of the <u>expected symbolic format</u>?
- Are the grade-level topics, activities, and/or materials from which the performance task is adapted adequately described in the <u>grade-level general education connection</u> section?
- Do the physical product and electronic data chart reveal any <u>extension or diversity of the learning</u> by demonstrating the use of different content, formats, materials, etc.?

QUANTITY
- Are all the items that have been submitted for product evidence <u>aligned</u> to the specified target behaviors of the entry point? Any unaligned items cannot be factored in the accuracy score and should not be included in the assessment.

- Are there a <u>sufficient quantity</u> of items and student responses to be confident of the student's understanding of the target behaviors?
- Does each assessment item represent a <u>single opportunity for the student to answer correctly</u> or incorrectly? Would deconstruction of complex responses be appropriate and benefit the student's accuracy score?

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APPENDIX E:
2015-2016 VTAAP INQUIRY TARGET BEHAVIORS

STAGE I: Develop Question and Plan Investigation		
Inquiry GE: 1- Identify a Question		
Students demonstrate their understanding of scientific questioning by:		
Required	Extended	Not allowed
1. Using personal experience or interest to generate question 2. Identifying a question that can be answered either through close observation or an experiment (cause/effect)	1. Developing a question that shows evidence of prior scientific knowledge	1. Using a Research question
Inquiry GE: 2- Make a Prediction		
Students demonstrate their understanding of predicting and hypothesizing by:		
Required	Extended	Not allowed
1. Identifying what may happen in the future 2. Supporting the prediction with logical reasoning	1. Using personal experience to support prediction 2. Supporting prediction with scientific reasoning	1. Random guessing
Inquiry GE: 3- Develop a Procedure		
Students will demonstrate their understanding of experimental design by:		
Required	Extended	Not allowed
1. Developing a procedure that will gather evidence to answer the question posed 2. Identifying a logical sequence of steps	1. Identifying the independent and dependent variables for experimental questions 2. Using scientific terminology appropriate to the investigation 3. Specifying a list of materials and/or measurement tools	1. Providing single photograph of materials and set up

STAGE II: Conduct Investigations		
Inquiry GE: 4- Perform the Procedure		
Students demonstrate their ability to conduct experiments by:		
Required	Extended	Not allowed
1. Completing steps identified in the planned procedure 2. Conducting multiple trials	1. Using appropriate measurement tools 2. Using scientific notebook or other suitable format to record findings/ observations throughout procedure 3. Using technology to collect and store information	1. Random investigation 2. Directional prompting

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Inquiry GE: 5- Collect and Organize the Data		
Students demonstrate their understanding of predicting and hypothesizing by:		
Required	Extended	Not allowed
1. Collecting relevant data 2. Organizing data into related categories 3. Using appropriate representation to display data (e.g., graph, table, chart, scientific drawing)	1. Identifying limitations and sources of error within the design 2. Analyzing significance of data 3. Using knowledge of scientific concepts to evaluate data	1. Random or unorganized notes and/or observations

STAGE III: Develop and Communicate Conclusions		
Inquiry GE: 6- Analyze the Data and Construct a Conclusion		
Students demonstrate their ability to analyze data by:		
Required	Extended	Not allowed
1. Relating data to the original question 2. Providing a reasonable explanation that accurately reflects the data 3. Interpreting the data for patterns and trends	1. Representing data quantitatively 2. Using scientific language to label or represent data 3. Using technology effectively to organize and represent data	1. Simply restating the data
Inquiry GE: 7- Evaluate the Prediction		
Students demonstrate their ability to explain data by:		
Required	Extended	Not allowed
1. Comparing the proposed prediction and actual data 2. Declaring whether original prediction was/was not supported	1. Identifying changes in thinking or beliefs	1. Simply restating original prediction
Inquiry GE: 8- Communicate the Results		
Students will demonstrate their ability to apply results by:		
Required	Extended	Not allowed
1. Re-stating the original question to peers or adults other than instructing teacher 2. Sharing findings related to the question with peers or adults other than instructing teacher 3. Stating conclusion(s) to peers or adults other than instructing teacher	1. Sharing with a variety of audiences 2. Comparing results to findings of others 3. Proposing new questions or investigations 4. Using technology to communicate results effectively	1. Sharing results with instructing teacher only

Science Inquiry Task Format

The VTAAP Inquiry Task Format includes three Stages of Inquiry -- each composed of a number of Skills that every student must experience.

- Each Skill MUST be completed by a student either Independently, Cooperatively or in a Directed manner.
- In each Stage, one Skill must be selected for the student to complete Independently.
- Evidence of Independent student work or a product must be provided in the student's Portfolio for each Stage.
- Evidence of the Required Behaviors, and any of the Extended Behaviors that you may choose, must be submitted as part of that student product. Please note the Behaviors that are in the Not Allowed column for each Stage.

STAGE	SKILLS	INQUIRY TARGET BEHAVIORS *(See Administrative Guidelines pp 68-69.)*
I	Testable Question	Required **2** Extended (Extra Credit) **1**
	Prediction	Required **2** Extended (Extra Credit) **2**
	Develop Procedure	Required **2** Extended (Extra Credit) **3**
II	Perform Procedure	Required **2** Extended (Extra Credit) **3**
	Collect/Organize Data	Required **3** Extended (Extra Credit) **3**
III	Analyze Data	Required **3** Extended (Extra Credit) **3**
	Evaluate Prediction	Required **2** Extended (Extra Credit) **1**
	Communicate Results	Required **2** Extended (Extra Credit) **1**

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APPENDIX F:
MID-YEAR ENROLLMENT REQUIREMENTS

Students often transfer/enroll in school mid-year. The goal of the VTAAP assessment is to ensure all students are receiving appropriate grade level instruction in science. Due to the nature of the portfolio and the time frames needed between baseline and endline data, the Agency has developed a prorated system for assessing late entry students. Portfolios will be scored based on strands completed. Keep in mind that missing or incomplete strands will affect the student's overall score.

If a student enrolls on or after February 16th, please submit forms 1 & 2 for approval and include a letter with the portfolio submission containing the following information:

- Name of Student
- Case Manager
- Date of Enrollment
- Brief explanation of portfolio contents

Be sure to copy your school principal and special education director in any correspondence. If you have any questions, please contact Linda Moreno at linda.moreno@vermont.gov / 802-479-1309.

If a student enters:	Please submit the following:
Prior February 16th	3 Content Knowledge Domains & Inquiry
Between February 16th -March 15th	2 Content Knowledge Domains & Inquiry
Between March 16th -April 15	1 Content Knowledge Domain (CKD) & Inquiry
After April 16th	Inquiry only

The statewide NECAP science assessment for all Vermont students is a grade span test and occurs in grades 4, 8, and 11. This means that students are tested on information that they learned during those spans. The same is true for the VTAAP. The VTAAP can be administered for any of the content knowledge domains within those grade spans and saved until it is submitted during the assessment year. Inquiry is the only section that is required to be administered during the actual testing year. All 3 content knowledge domains and inquiry must be submitted during the testing year, but the testing of the content knowledge domains can occur prior to the testing year. Students perform better when their instruction is aligned with the grade level curriculum and is assessed with their grade level peers.

If you choose to test a content strand in a non-assessing year, please maintain the portfolio in a secure location and document the year. At this time, the AOE does not have the capacity to store this data. It is the responsibility of the case manager to track this information and forward on as necessary.

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